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ABSTRACT

The movement-exploration activities described in this book are designed to appeal to primary-level children's natural instinct toward imaginative play and discovery and offer opportunities to develop physical skills in a familiar environment. The discovery of the physical self involves body-part and body-surface identification, isolated movements of body parts, ability to balance, developing an understanding of one's relationship to the environment, manipulating an object and the body into different shapes, and serial movement. The activities involve movement with such items as beanbags, chairs, paper cups, and rubber bands. A problem-solving approach is taken by offering children challenges such as "How can you make your foot, knee, and arm touch together?" or "How can you balance a hat upside-down on your head while you tiptoe backward?". Correctness of solution is not a factor, nor are student responses recorded. Body-part identification, prepositional positions (beside, between, far away), locomotor skills, directional movement, quality of motion (big, fast, sneaky) and imagination ("pretend the towel is slippery") are general skills emphasized in the various challenges. A chart references which activities will best develop which skills. (PB)

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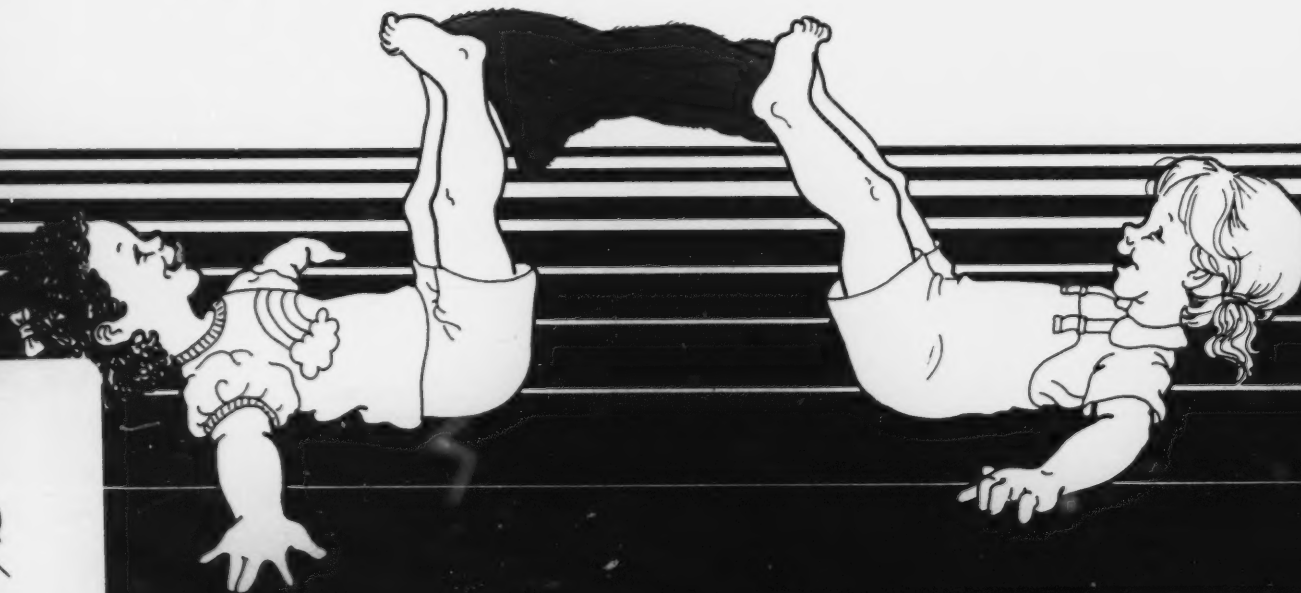
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Movement Exploration for Problem-Solving and Self-Concept

By Pamela J. Gilroy
Illustrations by Cathie Lowmiller



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Also by the author and available from Communication Skill Builders:

Kids in Motion: An Early Childhood Movement Education Program (Age level: 4-5) (1985)

Kids in Action: Developing Body Awareness in Young Children (Age level: 3-4) (1986)

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Dedication

This book is dedicated to Rebecah and Jessica, whose discovery of the "self" through natural explorations gave this book its start.

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Preface

Direct intervention in the development of positive physical self-concept consists mainly of body-part identification during the preschool years. I contend that body-part identification is not enough in the development of one's positive physical self-concept. In addition, there is a need to bring this development into the primary grades. A child initially encountering society needs to increase knowledge of the "self" to build a broad foundation for future skill development and self-esteem. School provides activities for intellectual and social self-concept building. However, directed development of a positive physical self-concept is limited to the time frame allotted for physical education.

In a movement exploration approach, the classroom teacher or physical educator challenges students to move with an object. This increases the student's physical self-esteem. The students are given movement problems that challenge them to find solutions. The use of problem-solving skills involves the child's combined mental and physical skills. This total involvement gives the child's skill acquisition more credibility. Children's self-esteem is built when they feel personal satisfaction (intrinsic motivation) from knowing that they met the challenge, and when they receive praise (extrinsic motivation) for accomplishing the task.

I challenge you to take your students in kindergarten and first, second, and third grades through this program. Challenging your students in these sequenced movement-exploration activities will lead each one toward building a more complete and positive physical self-concept!

Pamela J. Gilroy

*What joy is in the body! The joy of work, and of hard
purposeful effort, the joy of singing, the joy of sport
and activity, the joy of tenderness and physical touch,
the joy of controlling physical things.*

(Eyre 1984)

Movement Exploration

Have you ever seen a child look with wonder at an object and then watched as the child moved to explore every boundary of that object? *How can I best fit my space with its space? Can I pick it up and carry it? Can I get under it? How long will it take me to go around it? Am I taller than it is? Can I see through it? Does it make sounds? What does it taste like? Is it rough or smooth? Soft or hard?* Such is the realm of discovery, of adventure, of problem solving, and of exploration. Put the child and an object together and watch discovery in motion.

When movement education consists only of games, the children form images of how they should physically perform. They tell themselves that they should be able to master all the skills necessary to participate successfully in the game or sport. Thus the child has a physical self-image depending on expectations.

The movement-exploration activities in this book have been designed to appeal to the child's natural instinct toward imaginative play and discovery and offer opportunities to master physical skills in a familiar environment. In movement exploration, everyone succeeds because each child moves as she or he is best able. The children are limited only by the boundaries of their self-awareness and the expanse of their imagination.

The child is asked to relate to an object in specific ways. The child chooses how best to meet the challenge with a response that is as full of adventure and discovery as the child desires. The instructor is not looking for one specific response. All attempts to solve the problem are accepted. This leads to individual discovery and the freedom to move without right and wrong boundaries. Evaluations are not recorded so that the motor-growth potential for the child is not limited by the instructor's expectations.

Through challenges in question form, the children reach out to move as they are best able at that moment. As children discover they are in control of how their bodies move, they gain confidence in exploring their physical abilities.

Problem-Solving Skills In Movement Exploration

Challenges that encourage expansion of the child's world as the child solves movement problems are the basis for movement exploration. In any movement program, children need to be challenged to discover something new about their bodies. Questions present the easiest and most effective challenges. *How can you balance with only one part of your body touching the floor? How can you hold a beanbag without using your hands? How can you and a partner move to that wall with your backs connected?* The number of questions is endless, as is the number of responses. In addition, how the child solves a problem today does not determine the child's response to the same problem at a later time.

While moving from a sensory-perceptual level to a conceptual stage, the child realizes that involvement with the environment requires mental skills. At this new level, the child learns that error is possible and that there is a continual need to monitor and adjust mental activity. At this point, the child is ready to face problem-solving challenges. A problem exists when an initial state must be altered by adjustment to obstacles. The individual must reach the goal by producing a change from generated, evaluated, and selected alternative courses of action. The problem solver's chance for success is dependent on the amount of relevant knowledge possessed, the skill in selecting ideas, and motivational level. The challenge presented must provide a tangible goal for the child to reach, so his behavior can be intentional and aimed toward an efficient solution. The child must realize a means-to-an-end connection.

Motor patterning or motor-skill learning involves one's entire being in the following four steps:

- Perception of the stimuli
- Selection of a movement as a response
- Integration of the movement into a unit of action
- Self-monitoring by repetition of these steps to refine the movement.

The steps of problem solving parallel those of motor learning at several points. The individual must:

Stop to gather data: Do I understand the question? What am I supposed to do?

Identify the problem and limit its scope: What is the goal? On what do I focus my attention?

Gather data and begin analysis: What information do I need? What are my criteria for acceptance or rejection of data?

Brainstorm to generate alternative responses: What are *all* ways I can move to reach this goal?

Evaluate alternatives: What will happen with each alternative? How practical? Possible? Can I move that way to reach my goal? (self-monitoring to refine one's movement)

Select the best possible solution: What do I judge to be the best way for *me* to meet this challenge? (selection of movement as a response)

Plan a course of action and implement a response: What do I do first? What sequence of movement skills do I use? (integration of the movement into a unit of action)

Congratulate self for a job well done!

While moving through this sequence to solve movement problems, the child may need to go back to prior steps to refocus and select a better alternative. To combine motor learning with problem solving, the child needs the ability to listen, the ability to generate and evaluate a variety of ideas for alternatives, and the physical freedom to respond. When children are able to use this process successfully it builds their sense of control and capability.

Using the "How can you . . ." question format provides maximum student involvement with the most possible responses. The instructor asks, "How can you touch your head? How can you move backward? How can you pick up the book without using your hands?" The words *How can you* convey that the instructor already knows the child can meet the challenge or perform the skill. The message in *Can you* and *Show me how you can* is that the instructor wants to see the child's movement and perhaps measure or evaluate it. All three question formats require problem solving. However, the total freedom from an implied evaluation gives the *How can you* approach more validity in movement exploration.

In solving problems, children tend to use a greater variety of responses than adults do. Adults tend to look for the most sensible and efficient solution (*It worked last time, so I'll do it again*). Children with fewer "past ideas" or experiences generate more alternatives. An exception can be seen in body-part identification. The child has a programmed response to *How can you touch your . . . ?* The hand is associated with touch. The chances of eliciting a new solution decrease with increased familiarity to the challenge. It becomes the task of the instructor to challenge the students to a variety of responses. *Is there another solution to the problem? How can you use a different way to . . . ? If you were an alligator (or a snake, or a dog, or had no feet) how would you . . . ? How fast (slowly, quickly) can you . . . ?* Extending the challenge encourages an increase in lateral thinking. For some children the initial problem will offer enough challenge. However, the extension of the challenge for added solutions gives the child who readily solved the problem added obstacles to overcome. Extending the challenge by looking for alternative solutions provides the child with valuable information: there is more than one right response! Experiencing the acceptance of individual differences is the key to confirmation of the self in our world of variety. What works for me at this moment in time may be different for you, and may be different for me tomorrow!

Ordinarily we do not solve problems in a haphazard or random fashion. Our approach tends to be structured by our hypotheses, expectations, and rules based on past experiences. The degree to which we successfully solve a problem is primarily based on experience with similar problems. Challenging children to develop a positive physical self-concept through a problem-solving format gives them a foundation for solving later motoric-control problems in sport and recreational activities.

A Look at the Objectives

Body image can be defined as how we view our physical being. Development of this knowledge begins in childhood with identification of body parts by location—touching them. This is followed by our awareness of our control over movement of specific body parts. From this point we develop our sense of body-space integration. As we reach out beyond ourselves we move through space, locate objects in space, and imitate body and spatial relationships of others. Moving through space requires the maintenance of a state of equilibrium—balance. Laterality is the next step in this developmental process. At this point, we develop an internal awareness of the two sides of our body. Now we are ready to acquire the concept of direction. Reaching out from our midline, finding objects within our reach and moving to objects in space make up the process of structuring our environment into acceptable coordinates for movement. In this total picture of physical body-image development, the child progresses from self-to-self understanding, to self-to-object, to object-to-object conceptualization. Providing experiences to facilitate the development of a complete, whole, and satisfying positive physical self-concept is the purpose of the activities in *Discovery in Motion*.

The objectives given for each activity are a statement of what the child will accomplish in that instructional period. The objective is phrased to allow each child the freedom to discover and learn at an individual rate. Specific skills are not taught; they are introduced as a challenge, but not always learned. Movement exploration has no right or wrong answer. It is all movement toward accomplishing a goal. Some children will take several steps to reach a goal, others one leap, but each response is right for that child.

The discovery of the physical self can be divided into the following categories. Listed under each category are guides for the objectives. The exploration of each object (one complete activity) contains several different objective divisions.

1. Learning objectives involving body-part and body-surface identification, isolated movements of body parts, and the ability to balance.
 - a. Student will demonstrate ability to identify specific body parts and balance an object (no hands holding the object) on these parts.
 - b. Student will demonstrate ability to connect three or four specific body parts.
 - c. Student will demonstrate ability to move specific body parts in response to challenges of position.
 - d. Student will demonstrate ability to control the movement of an isolated body part.
 - e. Student will demonstrate ability to locate the surfaces and the left and right sides of the body.
 - f. Student will demonstrate understanding of *same*, *different*, and *opposite* sides of the body.
 - g. Student will demonstrate ability to balance on one to six body parts while positioning an object in response to challenges of position.

2. Objectives involving the individual's relationship to the environment.
 - a. Student will demonstrate ability to hold an object between two specific body parts.
 - b. Student will demonstrate ability to move an object in relation to the whole body or specific body parts in response to challenges of position.
 - c. Student will demonstrate ability to move the body or specific body parts in relation to a stationary object in response to challenges of position.
 - d. Student will demonstrate ability to move through space with an object in response to challenges of position, direction, quality of motion, locomotion, and imagination.
3. Objectives involving manipulation of an object and the body into different shapes, identification of object surfaces, and serial movement.
 - a. Student will demonstrate ability to change the shape of an object, to move in that shape, or to make that shape with parts of the body.
 - b. Student will demonstrate ability to locate the surfaces and left and right sides of an object.
 - c. Student will demonstrate ability to move in response to a three- to five-step challenge.

Most activities begin with the first objective category—identification of specific body parts. This gives the students a frame of reference in which to construct a foundation for future challenges. It also starts them off with a high level of success. Body-part identification is expanded in scope slowly throughout the program. Activities begin at the child's actual readiness level, **not** where it "should" be, to give a positive base of support. As students gain more verbal awareness of the location of their body parts, they will more readily reach out to grow and solve the problems in additional challenges. Starting a child with a successful experience builds self-esteem and keeps the child moving through more difficult challenges.

You As Initiator

Moving children from learning in response to external commands to situations in which they are responsible for making their own decisions about their actions is the core of movement exploration. The instructor needs to shift from the role of information giver to that of initiator. An initiator is not an evaluator. The initiator's task is to offer challenges, reinforce, and carefully guide, without diminishing the fragile development of the child's positive physical self-esteem.

This type of education of the self requires random movement. That is, the child must be free to move as necessary to solve the problem. When this type of discovery is practiced in group and classroom situations, noise and activity will increase. This apparent lack of boundaries is allowed within the limitations you, the initiator, prescribe in the beginning. Four suggested limitations are:

1. Noise is kept to a level low enough that the student can hear the challenges.
2. No one touches or talks to a neighbor unless that is part of the challenge (this requires students' awareness of their own spaces).
3. Students respond to a stop signal.
4. Students move within the space boundaries of the environment.

Do not assume that your students can follow these guidelines. Take time to discuss, teach, and practice them to prevent confusion that will inhibit participation in the activity. Initially, the most effective class organization is a circle with you as a member of the circle. From any position in the circle, every student can see you and be seen by you. Maintaining eye contact will help in group control. Allow random movement to flow naturally as the challenges require movement away from the circle. If the need arises to refocus the group, draw them from random movement back into a circle with a challenge (*How can you move to the circle with the towel over your head?*).

These types of activities are primarily geared for individual discovery, with some partner options. Each student has an object for manipulation and responds independently to the challenge. The less skilled children are challenged along with the highly skilled children, each experiencing success at his or her level of functioning.

The challenges can be presented in a variety of environments: classroom, gym, or an inside or outside space. The students remove their shoes so they can receive tactile input from head to toe. Partner activities increase social development and peer learning. Working together to solve a problem provides unique opportunities for students to realize they can learn from each other—a valuable resource! The skills of compromise and cooperation are practiced as two independent beings share one piece of equipment and work together toward a common solution.

In responding to *How can you touch your . . . ?* the students often use a hand to touch that body part. The activities encourage *touch* using other body parts to touch as a solution to the problem. The question *Is there another solution to this problem?* challenges the students to expand their thinking in this area, thus growing through the lateral thinking process.

The key to the student's enjoyment and successful completion of the activities in *Discovery of Motion* is you, the initiator. As you give each challenge with enthusiasm and provide intermittent verbal reinforcement to the student's responses, you accept that these responses are a discovery of how the self moves and relates with the environment. Discovery has no wrong answers. It is all movement toward a goal. As

the growth facilitator, you need to strive to be spontaneous and creative in your presentation of the challenges. Allow your personality to come through. Modify the questions to meet your style and your students' needs. If the degree of difficulty is not appropriate for your students, move on to the next section. When a challenge is stationary, asking the child to become mobile using a specific locomotor skill expands the child's spatial awareness. Change the degree of difficulty by adding or deleting locomotor skills, speed of movement, or direction of movement. When you build and elaborate on the ideas generated by your students, they realize that their ideas and solutions are valued.

Allow very little time between each challenge. The total time with any one object should be 20 to 25 minutes. As initiator and not an evaluator, you are not monitoring each student's progress. Create an atmosphere of non-judgmental (positive or negative) acceptance. Responding with value words (good, better, excellent, best, poor, inadequate) tends to cut off higher levels of thinking. After a quizzical expression that accompanies the challenge, the affirmation in your smile with the words *Good job!* or *That's it!* or *You must be proud of the way you solved that problem!* will let your students know they are on the road to an increased positive physical self-concept.

As the activity progresses, it will become apparent that some students need more specific instruction in self and spatial awareness and in basic movement skills. The nature of the activities encourages self-monitoring and learning by watching others. However, you may need to verbally draw a student's attention toward alternative choices. Rephrasing the question to refocus the problem may help some individuals. Taking time to verbally explore the steps to solving a motor problem may be helpful. As students become more aware of their own thinking processes, and listen to and watch peer responses, they will develop flexibility of thought and appreciate that several logical solutions to any given problem may exist. Do not isolate by words or actions the child who appears to be struggling. Allow each child the right to grow as she or he is best able. Provide opportunity for additional learning in a small group or individual situation. It takes great self-confidence to share a personal discovery. You can create a safe place for your students to practice self-confidence and creative expression.

All students will benefit from time taken to think about and discuss how their thinking led them to a solution. The following questions will help you construct such a discussion:

When you identify your arm, what goes on in your head?

When you move the ball to meet the challenge, what happens in your brain to tell you that you are right?

When I ask you to do a series of things, how does your brain remember which order they go in?

When you decide how to move to meet the challenge, what steps do you use?

Share with us your ways of remembering the left and right sides of your body.

Go back over the steps you used to meet this challenge. What strategies did you use for solving the problem?

How did you decide which part of your body to move?

Tell us the process you used.

When faced with a problem, what are some ways you begin to solve it?

What strategies did you use to make sure you met all the parts of the challenge?

Which part of the problem is giving you trouble?

What do you need to know to solve the problem?

Components of Discovery in Motion Challenges

Movement exploration derives from combining body-part identification with positional, locomotor skill, directional, quality of motion, and imagination challenges; an object to manipulate; and the phrase *How can you. . . ?*

Body-Part Identification: these body parts are emphasized in this program.

ankle	elbow	heels	shoulder
arm	eye	hips	side
back	fingers	knee	stomach
buttocks	foot	leg	thigh
calf	forearm	mouth	thumb
chest	forehead	neck	toe
chin	hand	nose	waist
ear	head	shin	wrist

Positions (Prepositional)

above	far away	near
around	in	next to
behind	in back of	on
beside	in front of	over
between	inside	under

Locomotor Skills

crawl	jump	skip
creep	leap	slide
gallop	roll	slither
hop	run	step
jog	scoot	tiptoe

Directional Movement

backward	forward	
down	sideways	up

Quality of Motion

big	light	size
fast	little	slowly
giant	loudly	small
heavy	quick	sneaky
hurry	quietly	stiffly
jerky	rush	stumble
jiggle	shake	twist
	silently	

Imagination Challenges

How can you pretend the (object) is _____ ?

a boat	an animal
a telephone	heavy
a tightrope	light
an alphabet letter	slippery

Student Freedoms in Movement Exploration

Freedom to build on my natural instinct toward imaginative play

Freedom to explore and discover how best my space fits into my immediate environment

Freedom to be secure enough with my physical self-concept to become a risk taker

Freedom to reach out and grow

Freedom from competition, exclusion, and aggression

Freedom to grow as I am best able at this moment in time

Freedom to learn without evaluation

Freedom to learn by self-monitoring

Freedom to know my *self* and control my movements with confidence

Freedom to succeed at my own rate

Freedom to choose a response (confirms for me that you respect me and my decisions)

Freedom to explore solutions and solve problems

Freedom to be myself as I let others be themselves

Freedom to move within the expanding boundaries of my self-awareness and the expanse of my imagination

Objective Index Graph

Activities	Objectives													
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Beanbags	1	4	3			4		2	5		6			
Shoes	2		4				5		2 3	1				
Pencils	1		2	3					4 5		6			
Paper	1		4				5		3	2	6	6		
Chairs	1			2 6			5		4	3				
Cardboard Boxes— Partner	1			4			2		3		5		6	
Cardboard Tubes	1		3					4	2	6	5			
Coats	1			4			6		3	2	5			
Pennies	2 4	6	5		3 4 5 6	2				1	3			
Magazines	1				1 2 4		3		2 3		6	5	4	
Wall	1	6		4	1 4	4	5			3	2			
Chairs—Partners	1		4						2	3	5		6	
Paper Napkins	1				1 2 3	3	3	2	6	5		5		
Rubber Bands	1				1		6	4	3	2	5			
Milk Cartons	1				1 4 5			2		3 5	6		4	
Paper Plates	1		5		1	2	4	2	3 6					
Initials	1	6		5	1			4	3		2			
Grocery Sacks—Partners	1			4	1			2		3	6		5	
Rulers	1				1 5			3	2	4	4		5	
Hats	1		4	3 4	1				2		5			6
Cereal Boxes	1			3	1 6				2			2 6	5	
Sticks	1									3	2 4			
Books	1			5	2 4		3			2			4	6
Rope—Partners	1		2				4			3		5		
Paper Plate Rings	1			4	2				2		3	5		6

Activities	Objectives													
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Masking Tape Lines	1			2			4			3				5
Envelopes	1			2 4	1 2	2				3		6		5
Drinking Straws	1				1		6	2	3		4			5
Construction Paper	1			3	1						2	4	2	5
Towels—Partners	1				2			2		3	5		3	4
Desks	1			4	1 2					3	6		2	5
Pieces of Yarn	1				1				4	2	3	5		6
Paper Cups	1				1		4		3	2	6			5
Pencil Erasers	1		5	5	1			4	3		2			6
Socks	1	2		4			5			3				6
Newspapers	1			2	1						3 6	5	4	

This list of objectives corresponds to the top line (A through N) on the Index Graph on the opposite page.

- A Student will demonstrate ability to identify specific body parts and balance an object on these parts.
- B Student will demonstrate ability to control the movement of an isolated body part.
- C Student will demonstrate ability to connect three or four specific body parts.
- D Student will demonstrate ability to move specific body parts in response to challenges of position.
- E Student will demonstrate ability to locate the surfaces and left and right sides of the body.
- F Student will demonstrate understanding of *same*, *different*, and *opposite* sides of the body.
- G Student will demonstrate ability to balance on one to six body parts while placing an object in response to challenges of position.
- H Student will demonstrate ability to hold an object between two specific body parts.
- I Student will demonstrate ability to move an object in relation to the body or specific body parts while responding to challenges of position.
- J Student will demonstrate ability to move the body or specific body parts in relation to a stationary object while responding to challenges of position.
- K Student will demonstrate ability to move through space with an object in response to challenges of position, direction, quality of motion, locomotion, and imagination.
- L Student will demonstrate ability to change the shape of an object, to move in that shape, and duplicate that shape with parts of the body.
- M Student will demonstrate ability to locate the surfaces and the left and right sides of an object.
- N Student will demonstrate ability to move in response to three- to five-step challenges.

The numbers on the graph indicate which section of the lesson introduces a specific objective. For example, in the Bean Bags, Objective A is introduced in the first activity, and Objectives B and F are introduced in the fourth activity.

Activities

BEANBAGS

Preparation

Ask the students to take off their shoes. Give each student a beanbag.

1. Objective

Student will demonstrate ability to identify specific body parts and to balance a beanbag on these parts.

- ★ How can you put the beanbag on your head and keep it there without using your hands? On your stomach? How can you put the beanbag on your leg? On your back? On your foot?
- ★ How can you put the beanbag on your side and keep it there without using your hands?
- ★ How can you hold the beanbag using only your thumb? How can you hold the beanbag using only your fingers? One finger?
- ★ How can you put the beanbag on one ear? On your mouth? On your eye?
- ★ How can you put the beanbag on your arm and keep it there without using your hands? On your nose? On your knee? Remember, no hands holding it!
- ★ How can you keep it on your buttocks without using your hands? On one hand? On the other hand?

2. Objective

Student will demonstrate ability to hold the beanbag between two specific body parts.

- ★ How can you hold the beanbag between your fingers and your stomach? Between your chin and your chest?
- ★ How can you hold the beanbag between your nose and your foot? Between your thumbs? Between your knee and your mouth?
- ★ How can you hold the beanbag between an arm and your side? Between your ear and a thumb? Between a hand and your buttocks?

3. Objective

Student will demonstrate ability to connect three specific body parts.

For the next set of challenges, you will need to sit on your beanbag. Everybody sit on your beanbag. Now, I will challenge you to connect several body parts.

- ★ Show me how you can make your head, thumb, and knee touch together.
- ★ How can you make your foot, knee, and arm touch together?
- ★ How can you make your foot, nose, and fingers connect?
- ★ How can you make one ear, one hand, and one thumb connect?

4. Objective

Student will demonstrate ability to isolate and control the movement of specific body parts, and will demonstrate understanding of *same* and *opposite* sides of body.

Leaving the beanbag under you, I will challenge you to move certain body parts. I will ask you to move one, two, or three body parts at one time. Try to keep the rest of your body still.

- ★ How can you move just your head? Just your chin? Stomach?
- ★ How can you move just one leg? Both legs?
- ★ How can you move only your arms? Just your hands? Just your feet? One foot?
- ★ How can you move just your nose? Just your mouth? Eyes?
- ★ How can you move one hand and one foot on the *same* side of your body?
- ★ How can you move the fingers on one side of your body and the arm on the *opposite* side of your body?
- ★ How can you move one foot and the arm on the *opposite* side of your body?

5. Objective

Student will demonstrate ability to move the beanbag in relationship to the whole body or to specific body parts while responding to challenges of position.

Please pick up your beanbag now.

- ★ How can you hold the beanbag over your body?
- ★ How can you put it beside you? In front of you? In back of you?
- ★ How can you make the beanbag move around you?
- ★ How can you put the beanbag on you?
- ★ How can you put the beanbag far away from your? Near you? Under you? Behind you?
- ★ How can you put the beanbag between your knees?
- ★ How can you move it around one leg?
- ★ How can you hold it over one eye? On your back? Behind your knees? In front of your mouth? In back of your ear?
- ★ How can you put the beanbag beside a foot?
- ★ How can the beanbag be far away from your foot and still be touching some part of your body?
- ★ Leaving the beanbag where it is, can you move your foot near it?
- ★ How can you put the beanbag under your back?

6. Objective

Student will demonstrate ability to move through space with the beanbag while responding to challenges of direction and position.

- ★ How can you walk forward while balancing the beanbag on your shoulder?
- ★ How can you move backward keeping the beanbag in front of you? Beside you? Behind you?
- ★ How can you jog in place keeping the beanbag between your thumbs?
- ★ How can you jump in place keeping the beanbag above you?
- ★ How can you walk sideways while balancing the beanbag on your head?

Final Challenge

Objective

Student will demonstrate ability to solve the problem of moving the beanbag without using hands.

Preparation

Place a box on the floor.

- ★ Keeping the beanbag on your head, how can you move to this box and put the beanbag inside it without using your hands?



SHOES

Preparation

Ask the students to take off their shoes.

Put your shoes on your desk (chair or the floor). I want you to leave them there as you move in relation to them.

1. Objective

Student will demonstrate ability to move the whole body and specific body parts in relationship to the shoes while responding to challenges of position.

- ★ How can you move so part of your body is over your shoes?
- ★ Can you move to put a different part over the shoes?
- ★ Can you put three body parts over your shoes at once? Now just one part over your shoes?
- ★ How can you put your whole body under your shoes? Just your head under your shoes? Just one foot?
- ★ How can you make your whole body move around your shoes?
- ★ Can you make just one finger move around your shoes?
- ★ One elbow?
- ★ How can you put both thumbs between your shoes? One foot?
- ★ How can you stand so you are in front of your shoes? Beside them? In back of them? Can you stand so just one hand is behind your shoes? Can you move your body so just your head is in front of your shoes?
- ★ How can you put your nose on a shoe? An ear?
- ★ How can you put your thumbs inside your shoes? Your elbows? Your hands?
- ★ How can you move so your stomach is above your shoes? Your leg? Your ears?

2. Objective

Student will demonstrate ability to identify specific body parts and to move a shoe in relationship to each body part while responding to challenges of position.

Use just one of your shoes for these next challenges.

- ★ How can you put the shoe on your head?
- ★ How can you put the shoe over your stomach?
- ★ How can you put the shoe under your back?
- ★ How can you put the shoe between your legs?
- ★ How can you put the shoe behind your foot?
- ★ How can you put the shoe over your arm?
- ★ How can you make the shoe move around your knee?
- ★ How can you put the shoe in front of your mouth?
- ★ How can you put your fingers in your shoe?
- ★ How can you put the shoe beside your arm?

3. Objective

Student will demonstrate ability to move the shoe in relationship to two body parts while responding to challenges of position.

- ★ How can you put the shoe on a knee and a foot at the same time?
- ★ How can you put the shoe between a hand and your stomach?
- ★ How can you put the shoe over your leg and ear at the same time?
- ★ How can the shoe go around your thumb and foot at the same time?
- ★ How can the shoe be under your head and arm at the same time?
- ★ How can you move the shoe so it is behind both feet and both hands at once? Behind both knees and one thumb? Behind your stomach and an arm at the same time?

4. Objective

Student will demonstrate ability to connect three or four specific body parts.

Please leave your shoes on your desk (chair or the floor). I am going to challenge you to connect several body parts at once.

- ★ How can you make your mouth, arm, and hand touch together?
- ★ How can you make your back, thumb, and a foot touch together?
- ★ How can you make your nose, foot, and hands touch together?
- ★ How can you make your ear, knee, and both hands touch together?

5. Objective

Student will demonstrate ability to position the shoe in response to challenges of position and to balance on one to six body parts.

- ★ Keeping a shoe over your head, how can you balance with only two body parts touching the floor?
- ★ Keeping the shoe between your legs, how can you balance with just one body part touching the floor?
- ★ Keeping the shoe beside your body, how can you balance with four body parts touching the floor?
- ★ Keeping your hand inside your shoe, how can you balance with three body parts touching the floor? Now, how can you balance with three different body parts touching the floor?
- ★ Keeping your body between your shoes, how can you balance with two different body parts (a hand and a foot, a knee and a foot—not two feet!) touching the floor?

Final Challenge**Objective**

Student will demonstrate understanding of *in* and *above*.

- ★ Now put your shoes on and stand up. Some of your body parts are *in* your shoes and some are *above* your shoes. Together, let's make a list of which body parts are *above* your shoes and which are *in* your shoes.

PENCILS

Preparation

Ask the students to take off their shoes. Give each student a pencil.

1. Objective

Student will demonstrate ability to identify specific body parts and to balance a pencil on these body parts.

- ★ How can you put the pencil on your head? On your stomach?
- ★ How can you balance the pencil on one of your sides? How can you balance it on one of your thumbs?
- ★ How can you put the pencil so it is touching all of your fingers?
- ★ How can you balance the pencil on an ear? On your nose? Chin? Neck?
- ★ How can you balance it on a leg?

2. Objective

Student will demonstrate ability to connect three or four specific body parts.

Please put the pencil down so it is in back of you.

- ★ How can you make an arm, a foot, and a knee touch together?
- ★ How can you make both elbows and both feet touch together?
- ★ How can you make your stomach, a finger, and an elbow touch together?
- ★ How can you make your heel, knee, and nose touch together?

3. Objective

Student will demonstrate ability to move two specific body parts in response to challenges of position.

Leaving the pencil behind you, I will challenge you to move only certain body parts while keeping the rest of your body still.

- ★ How can you move just one thumb around your foot?
- ★ How can you place one elbow over one knee?
- ★ How can you move one foot around the other foot?
- ★ How can you place one elbow between both knees?
- ★ How can you place one foot over your stomach?
- ★ How can you place one finger above one shoulder?
- ★ How can you put your feet on top of your back?
- ★ How can you put both elbows together?
- ★ How can you put one ear over one foot?

4. Objective

Student will demonstrate ability to move the pencil in relationship to the whole body or a specific body part while responding to challenges of position.

Please pick up your pencil using any part or parts of your body except your hands, fingers, or thumbs.

- ★ How can you move the pencil so it is over your whole body? Over just one foot? Over both knees?
- ★ How can you move the pencil around your body? Around your head? Around one arm?
- ★ How can you place the pencil under your back? Under your stomach? Under your foot?
- ★ How can you put the pencil on an ear? On one foot? On your head?
- ★ How can you put the pencil beside your leg? Behind your head? In front of your mouth? Behind one ear? In front of your stomach? Beside your arm?
- ★ How can you hold the pencil under your arm? How can you hold the pencil between your feet? Between your elbows?
- ★ How can you hold the pencil above one arm? Above your stomach?
- ★ How can you put the pencil on your stomach?

5. Objective

Student will demonstrate ability to move the pencil in relationship to two specific body parts while responding to challenges of position.

- ★ How can you hold the pencil using only your thumbs? How can you hold the pencil with two fingers?
- ★ How can you hold the pencil between your nose and arm?
- ★ How can you hold the pencil so one hand is over it and one hand is under it?
- ★ How can you hold the pencil so one foot is on it and one foot is above it?
- ★ How can you hold the pencil between a foot and a knee?
- ★ How can you balance the pencil so it is on your back and a thumb at the same time?
- ★ How can you hold the pencil between your ear and foot?
- ★ How can you put the pencil so one elbow is on it and the other elbow is above it?
- ★ How can you put your head under the pencil and your thumb over it?
- ★ How can you hold the pencil between your chin and knee?
- ★ How can you move the pencil around both legs? One leg? How can you move the pencil around one foot?
- ★ How can you hold the pencil between your stomach and a foot?
- ★ How can you put the pencil so both knees are over it?
- ★ How can you hold the pencil with your side under it and your thumb over it?
- ★ How many different parts of your body can you put on your pencil at one time?

6. Objective

Student will demonstrate ability to move through space in response to challenges of direction and position.

- ★ How can you keep the pencil on your shoulder as you walk forward?
- ★ How can you keep the pencil moving around your head as you walk sideways?
- ★ How can you keep the pencil between your elbows as you walk backward? Between your knees?
- ★ How can you move forward while keeping the pencil between your feet?
- ★ How can you walk backward keeping the pencil above you? Behind you? In front of you?
- ★ How can you walk forward keeping the pencil under your head? Under your knees? Under a foot?
- ★ How can you move backward keeping the pencil moving around a leg?
- ★ How can you move sideways keeping the pencil in front of your face?

Final Challenge**Objective**

Student will demonstrate ability to identify specific body parts in relationship to the surrounding space.

- ★ Now sit at your desk (or on the floor) and hold the pencil as if you are ready to write with it. Tell me which body parts are touching the pencil. Which body parts are touching the desk (the floor)? Your chair? The floor?



PIECES OF PAPER

Preparation

Ask the students to take off their shoes. Give each student an 8" x 10" sheet of paper.

1. Objective

Student will demonstrate ability to identify specific body parts.

- ★ How can you hide your arm using your piece of paper?
- ★ How can you cover your head with your piece of paper?
- ★ How can you cover your eyes? Just one eye?
- ★ How can you cover your stomach? Does the paper cover all of your stomach or just part of it?
- ★ How can you hide both legs using your piece of paper?
- ★ How can you hide one foot? Can you hide both feet using your piece of paper?
- ★ How can you cover just one thumb with your paper? Both thumbs?
- ★ How can you cover one knee with your paper? Both knees?
- ★ How can you hide just your fingers with your paper?
- ★ How can you put the paper on your side and keep it there without using your hands? On your back?
- ★ How can you cover one ear with your paper?
- ★ How can you put the paper so it is covering your neck?

2. Objective

Student will demonstrate ability to move the whole body or specific body parts in relationship to the sheet of paper while responding to challenges of position.

Leave the paper on your desk (table or chair) for this next set of challenges. I will challenge you to move in relation to your paper.

- ★ How can you move so your head is above your paper?
- ★ How can you move so your hand is in front of your paper? Behind it?
- ★ How can you move so your elbows are over the paper? Under it? on it? Next to it?
- ★ How can you move your whole body around your piece of paper?
- ★ How can you move so you are far away from your piece of paper? Next to it? On it?
- ★ How can you move so your whole body is under your paper? Just your thumbs are under it? Just your elbows?
- ★ How can you move so three parts of your body are on your piece of paper at once? Now, change so you put three different body parts on your paper.
- ★ How can you move so only two parts of your body are over your paper? Now, change so two different parts are over your paper.
- ★ How can you move so your ear is on your paper? Under it? In front of it? Above it? Behind it? Beside it?

- ★ How can you move your head around your piece of paper?
- ★ Pick up your piece of paper using only your thumbs. Holding it this way, how can you put it between your knees? Feet? Legs? Elbows?
- ★ How can you change the shape of your paper so you can put a finger inside it?

3. Objective

Student will demonstrate ability to position the paper in relationship to two specific body parts while responding to challenges of position.

- ★ How can you hold your paper between your nose and a thumb? Between an ear and arm?
- ★ How can you hold the paper so your ear is under it and your hand is on top of it?
- ★ How can you hold your paper so one hand is in front of it and your head is behind it?
- ★ How can you hold your paper so your body is under it and just one hand above it?
- ★ How can you hold your paper between your knees? Your elbows?
- ★ How can you hold your paper so it goes around an arm? A hand? A finger? A leg? Both legs?
- ★ How can you hold your paper so one foot is under it and one foot is on top of it?
- ★ How can you hold your paper so it is between a leg and an arm?
- ★ How can you hold your paper so it is between a foot and a leg?

4. Objective

Student will demonstrate ability to connect three to five body parts.

Please leave your paper beside you for these next few challenges.

- ★ How can you make your head, both wrists, and both knees touch together?
- ★ How can you make both hands and both legs all touch together?
- ★ How can you make both elbows and both knees all touch together?

5. Objective

Student will demonstrate ability to balance on one to four body parts and position the paper while responding to challenges of position.

- ★ How can you balance so only two parts of your body are touching the floor with the paper on your head?
- ★ How can you balance with two different parts of your body touching the floor?
- ★ How can you balance with only one body part touching the floor while keeping the paper under your arm?
- ★ How can you balance on one different body part with the paper under the other arm?
- ★ How can you balance with only one knee and two feet touching the floor while the paper is under the knee on the floor?
- ★ How can you balance with just both hands, your head and one foot touching the floor while keeping the paper between two fingers?

- ★ How can you balance with only one foot and one hand touching the floor while keeping the paper above your body?
- ★ How can you balance so only your back is touching the floor and the paper is between your feet?
- ★ How can you balance so only one side of your body is touching the floor while keeping the paper under your chin?

6. Objective

Student will demonstrate ability to change the shape of the paper, move in that shape, and make that shape with parts of the body. Student will also demonstrate ability to move through space while responding to locomotor challenges.

- ★ How can you make your paper into a triangle? How can you hop over it? How can you jump over it going only backwards? Sideways?
- ★ How can you make your paper into a square? How can you walk around the edge of it?
- ★ What shape is your paper when it is flat? How can you use parts of your body to make another rectangle?
- ★ How can you use parts of your body to make a triangle? A square? A circle?
- ★ How can you make your paper into a circle? A ball? Leaving it in the shape of a ball, can you walk forward with it balanced on your head? On one shoulder? On two fingers? Between your knees? Between your elbows?

Final Challenge

Objective

Student will demonstrate understanding of *inside* and ability to find alternative solutions to a problem.

- ★ How can you change the shape of your piece of paper so it fits inside one of your hands? Is there only one way to change the shape of the paper so it will fit? (Wad it into a ball. Fold it very small. Tear it into pieces).

*Children love to explore, manipulate, and transform
and create.*

(Orlick 1982)

CHAIRS

Preparation

Ask the students to take off their shoes. Give each student a chair.

1. Objective

Student will demonstrate ability to identify specific body parts and to locate surfaces of the chair.

- ★ How can you make your head touch your chair?
- ★ How can you make your ear touch your chair?
- ★ How can you make an eye touch the back of your chair?
- ★ How can you make your foot touch the bottom of your chair?
- ★ How can you make your fingers touch the front of your chair?
- ★ How can you put just your buttocks on your chair?
- ★ How can your hand touch the side of your chair?
- ★ How can you put a leg on both sides of your chair?
- ★ How can you make your back touch the front of your chair?
- ★ How can you make your stomach touch the back of your chair?
- ★ How can you make just your thumbs touch the bottom of your chair?
- ★ How can your arms touch the top of your chair?

2. Objective

Student will demonstrate ability to position two or more specific body parts simultaneously in relationship to the chair while responding to challenges of position.

- ★ How can you put just one thumb and one ear on the chair at the same time?
- ★ How can you put your stomach and a knee on the chair at the same time?
- ★ How can you make your back and a foot touch the back of your chair at the same time?
- ★ How can your nose and your fingers touch the side of your chair at the same time?
- ★ How can you put your arms and knees on the chair at the same time?
- ★ How can your stomach and your thumbs touch the top of your chair at the same time?
- ★ How can your toes and fingers touch the bottom of your chair at the same time?
- ★ How can your hands and mouth touch the front of your chair at the same time?
- ★ How can you put one knee and one heel on your chair at the same time?
- ★ How can you put both legs and both hands on your chair at the same time?
- ★ How can you put your whole body on your chair at once?

3. Objective

Student will demonstrate ability to move the whole body in relationship to the chair and environment while responding to challenges of position.

- ★ How can you put your whole body under your chair?
- ★ How can you put yourself in front of your chair? In back of it?
- ★ How can you stand on just your heels beside your chair?
- ★ How can you kneel on the other side of your chair?
- ★ How can you move so you are far away from your chair?
- ★ How can you move so you are closer to your chair? Still closer? Beside it? In front of it? Behind it?
- ★ How can you move around your chair?
- ★ How can you move so your whole body goes over your chair?
- ★ How can you move so you are between your chair and that door?
- ★ How can you move so your chair is between you and that door?
- ★ How can you move backwards around your chair?
- ★ How can you move sideways going over your chair?
- ★ How can you move yourself so you are above your chair? On it? Beside it? Under it? In front of it? Behind it?

4. Objective

Student will demonstrate ability to move the chair in relationship to the whole body or to specific body parts while responding to challenges of position.

- ★ How can you move your chair around your body?
- ★ How can you put your chair so it is over your legs? Over just one leg?
- ★ How can you put your chair so it is on your stomach? How can you put your chair so it is under your body? Under one leg? Under an arm?
- ★ How can you move your chair so it goes around your legs?
- ★ How can you move your chair so it is behind you? In front of you? Beside you? Above you?
- ★ How can you move your chair so it is under your head?
- ★ How can you put your chair on one foot? On both feet? On both feet and hands at the same time?
- ★ How can you move your chair over your body? Under your body? Around it? On it?
- ★ How can you move your chair so it is between you and me? Between you and that clock? Between you and that door?

5. Objective

Student will demonstrate ability to balance on one to eight body parts.

- ★ How can you balance with only one part of your body touching the floor while holding onto the chair?
- ★ How can you balance with one different part of your body touching the floor without holding onto the chair?
- ★ How can you balance on your chair with only two parts of your body touching the chair?
- ★ How can you balance in front of your chair with only two parts of your body touching the floor and two parts touching the chair?
- ★ How can you balance with three parts of your body touching the floor and two parts touching the chair?
- ★ How can you balance with five parts of your body touching the floor and two parts touching the chair?
- ★ How can you balance with four parts of your body touching the floor and three parts touching the chair?
- ★ How can you balance with six parts of your body touching the floor?
- ★ How can you balance on your chair with no parts of your body touching the floor? How can you do it in a different way? Is there still another way you can balance on your chair?

6. Objective

Student will demonstrate ability to move two or more specific body parts simultaneously in relationship to the chair while responding to challenges of position.

- ★ How can you put one foot over and one foot under your chair at the same time?
- ★ How can you put one elbow in front of your chair and one thumb under your chair at the same time?
- ★ How can you put one ear on your chair and both hands above your chair at the same time?
- ★ How can you put one foot in front of and one foot in back of your chair at once?
- ★ How can you put your head under your chair while one hand is behind your chair?
- ★ How can you put both legs in front of your chair while your nose is over the chair?
- ★ How can you put one hand beside your chair while your ears are in back of your chair?
- ★ How can you put both feet and both hands under your chair while your chin is on it?

Final Challenge**Objective**

Student will demonstrate ability to solve the problem of moving the chair to the desk without touching it with hands or feet.

- ★ How can you move your chair so it is at your desk (or table) without touching it with your hands or your feet?

CARDBOARD BOXES—PARTNERS

Preparation

Ask the students to take off their shoes. Give each pair of students a cardboard box.

1. Objective

Students will demonstrate their ability to locate specific body parts and to put those parts in the box.

- ★ How can each of you put your arms in the box? Your feet? One heel?
- ★ How can each of you put your head in the box? Now your elbows? One elbow?
- ★ How can each of you put just your chin in the box? Just your toes? Just one hand?
- ★ How can each of you put some of your hair in the box? Just thumbs? Now just your fingers?
- ★ How can each of you put just one knee in the box? Both heels? Now one foot from each of you?

2. Objective

Students will demonstrate their ability to cooperatively balance (maintain physical contact with each other)

Leave the box behind you for this next group of challenges. Now I will challenge you to balance with your partner. This means that you and your partner must be connected—that is, your body must touch your partner's body.

- ★ How can you balance with your partner so you have a total of three body parts touching the floor? (Between the two students, a total of three body parts touches the floor).
- ★ How can you balance with your partner so you have a total of five body parts touching the floor? Now seven body parts?
- ★ How can you balance with your partner so you have a total of two body parts touching the floor?
- ★ How can you balance with your partner so you have a total of five body parts touching the floor without putting your hands on the floor?
- ★ How can you balance with your partner so you have a total of ten body parts touching the floor?
- ★ How can you balance with your partner so you have a total of eight body parts touching the floor without using your hands or feet?
- ★ How can you balance with your partner so you have a total of four different (only one of any part, not two) body parts touching the floor?

3. Objective

Students will demonstrate their ability to cooperatively move the box in relationship to their bodies or specific body parts in response to challenges of position.

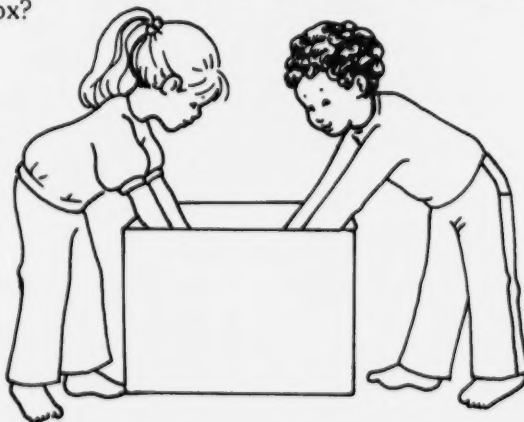
Let's use the box again.

- ★ How can you move the box so it is over both of you?
- ★ How can you move the box around both of you?
- ★ How can you move the box so it is beside both of you? Between both of you? Behind both of you?
- ★ How can you move the box so it is under all of your feet? Under your elbows? Under your arms?
- ★ How can you move the box so it is above your knees? Behind your heads? In back of your feet? Next to your shoulders?
- ★ How can you move the box so it is between your legs? Between your backs? Between your chests? Between your elbows?

4. Objective

Students will demonstrate their ability to cooperatively move a specific body part simultaneously in relationship to the box in response to two different challenges of position.

- ★ How can you move the box so one partner's hands are inside it and the other partner's hands are under it?
- ★ How can you move the box so one partner's feet are on the box and the other partner's feet are beside the box?
- ★ How can you move the box so one partner's head is above the box and the other partner's head is next to the box?
- ★ How can you move the box so one partner's feet are behind the box and the other partner's feet are in front of the box?
- ★ How can you move the box so one partner's stomach is under the box and the other partner's stomach is over the box?
- ★ How can you move the box so one partner's legs are around the box and the other partner's legs are above the box?
- ★ How can you move the box so one partner's knees are next to the box and the other partner's knees are in front of the box?



5. Objective

Students will demonstrate their ability to cooperatively move through space with the box in response to challenges of position, direction, and locomotion.

- ★ How can you both walk forward while keeping the box behind you?
- ★ How can you both walk sideways while keeping the box between you?
- ★ How can you both skip forward while keeping the box in front of only one of you?
- ★ How can you both move backward while keeping the box behind only one of you?
- ★ How can one partner slide the box around the other partner?
- ★ How can you both tiptoe forward while keeping your heads inside the box?
- ★ How can you both crawl while keeping your chins on the box?
- ★ How can you both march backward while keeping the box in front of both of you?
- ★ How can you both stand inside the box?
- ★ How can you space yourselves apart and move the box back and forth between you by sliding it?
- ★ How can you move the box back and forth between you without letting it touch the floor?
- ★ How can you move the box back and forth between you using only your feet to propel it?

6. Objective

Students will demonstrate their ability to locate surfaces of the box and left and right sides of the box.

Now leave the box in one spot.

- ★ How can you both put your hands on the top of the box? On the back of the box?
- ★ How can you both put your hands on the front of the box? On the left side of the box? Now on the right side of the box?
- ★ How can you both put your hands on the bottom of the box? On the back of the box? On the right side of the box? On the front? On the left side of the box?
- ★ How can you both put your hands on the top of the box? On the bottom? On the right side? Now, on the back of the box?

Final Challenge

Objective

Students will demonstrate their ability to cooperatively move in response to a four-step challenge.

- ★ How can you put all the boxes in a line, form a student line at the far end of the boxes, and each take a turn stepping inside each box before returning to your seat?

CARDBOARD TUBES

Preparation

Ask the students to take off their shoes. Give each student an empty toilet-paper roll.

1. Objective

Student will demonstrate ability to identify specific body parts by putting the cardboard tube on each part.

- ★ How can you put the tube on your head? On your ear? On your stomach?
- ★ How can you put the tube on your back and keep it there without using your hands?
- ★ How can you roll the tube along one leg? The other leg?
- ★ How can you hold the tube with just your feet? Knees? Elbows?
- ★ How can you roll the tube along one side of your body? Along the other side?
- ★ How can you hold the tube with just your thumbs? One thumb? How can you hold it with just your fingers? Forearms?
- ★ How can you put the tube on your mouth? On your nose? Neck?
- ★ How can you roll the tube around your arm? Your waist? Around your hand? The other hand?
- ★ How can you touch your buttocks with your tube? Your eye? Your toes? Your hips?
- ★ Show me how you can hold the tube up to your eye. What does it remind you of? (telescope) If you had two tubes, one for each eye, to look through at the same time, what would it remind you of then? (binoculars)

2. Objective

Student will demonstrate ability to move the tube in relationship to the whole body and specific body parts in response to challenges of position.

- ★ Using the tube to look through as a telescope, how can you look in front of you? Beside you? To the other side of you? Behind you? Above you? How can you look all around your body? In front of you? Beside you? Behind you? Far away from you? How can you look next to you? Above you? Under you? Inside you? (Did your students try?!)
- ★ Now you will need to move the tube as I challenge you to move it in relation to your body.
- ★ How can you put the tube under your hands? Under just your fingers? Under one thumb?
- ★ How can you put the tube over your back? Over one leg? Over both feet?
- ★ How can you put the tube above your head? Above one foot? (If necessary, discuss the similarity of meaning between over and above.)
- ★ How can you put the tube between your knees? Between your hands? Between your ears? (Is this possible?!)
- ★ How can you put two fingers inside your tube? Can you put any other parts of your body inside your tube? Can you put the tube inside any part(s) of your body? (A cupped hand.)

- ★ How can the tube move around a foot? Around both feet? Around your head? Show me how you can move the tube around another part of your body.
- ★ How can you put the tube under an arm? Under an elbow? Under both legs? What would happen to your tube if you were to put it under your whole body? (It would flatten.)
- ★ How can you put the tube on a knee and a hand at the same time?
- ★ How can the tube be behind your head and your arm at the same time?
- ★ How can the tube be on an elbow and a foot at the same time? On your nose and a knee at the same time? On an ear and a shoulder? On your chin and chest at the same time?

3. Objective

Student will demonstrate ability to connect three to four specific body parts.

Please leave your tube on the floor beside you.

- ★ How can you touch your chin, arms and knee together at the same time?
- ★ How can you touch your thumbs and heels together at one time?
- ★ How can you touch your back, one arm, and one thumb together at one time?
- ★ How can you touch your shoulder, chin, and fingers together at one time?

4. Objective

Student will demonstrate ability to hold the tube with two specific body parts.

You will need to pick up your tube now.

- ★ How can you hold the tube using only one thumb and one knee?
- ★ How can you hold the tube using only one finger and your neck?
- ★ How can you hold the tube using only one leg and one foot?
- ★ How can you hold the tube using only your elbows? How can you lift the tube off the floor (table or desk) using just your elbows?
- ★ How can you lift the tube off the floor using just your toes? Just your heels?
- ★ How can you hold the tube with just one heel and one ankle?
- ★ How can you pick the tube up using only your arms? Legs?
- ★ How can you hold the tube with only an ear and a shoulder?
- ★ How can you hold it with your stomach and a thumb? Your back and two fingers? Your chin and chest?
- ★ How can you pick up the tube using only two fingers? One finger?

5. Objective

Student will demonstrate ability to use various locomotor skills to move through space with the tube in response to challenges of direction and position.

- ★ How can you walk forward carrying the tube with one finger?
- ★ How can you walk sideways with the tube balanced on a shoulder?
- ★ How can you walk backward with the tube balanced on your head? How can you turn with the tube still on your head?
- ★ How can you walk forward moving the tube with your feet? What direction will you walk if you move the tube with your heels? (Backward.) With the side of your feet? (Sideways.)
- ★ How many different ways can you move backward with the tube between your elbows? (Walk, hop, jump, run, jog, tiptoe.)
- ★ If the tube is between your ankles, how can't you move backward? (Skip, run, jog.) How can you move backwards with the tube between your ankles? (Tiptoe, jump, hop.)
- ★ How many different ways can you move with the tube balanced on your back (not held by your hands)? (Crawl, walk while bent over, slither or creep with stomach on the floor.)
- ★ How can you move with the tube balanced (not held by your hands) on your stomach?

6. Objective

Student will demonstrate ability to position specific body parts simultaneously in relationship to the tube in response to challenges of position.

- ★ How can you hold the tube so it is above your head and under your elbow?
- ★ How can you hold the tube so it is behind your back and in front of both hands?
- ★ How can you hold the tube so four fingers are in it and both thumbs are over it?
- ★ How can you hold the tube so one shoulder is under it and one ear is above it?
- ★ How can you hold the tube so it is on one leg and under one foot?
- ★ How can you hold the tube so it is in front of one arm and behind one leg?
- ★ How can you hold the tube so it is above your whole body?

Final Challenge**Objective**

Student will demonstrate ability to solve the problem of moving the tube across a desk (floor or table) using chin only.

- ★ How can you move the tube across your desk using only your chin?

COATS OR SWEATERS

Preparation

Ask the students to take off their shoes. Ask each student to get a coat, sweater, or jacket.

1. Objective

Student will demonstrate ability to identify specific body parts.

Spread your coat out on your desk (the table).

- ★ How can just your chin touch your coat?
- ★ How can just one shoulder touch it?
- ★ How can just the back of your head touch your coat?
- ★ How can just your chest touch it?
- ★ How can just one leg touch it? Both legs? Just one finger? Just one thumb? One calf?
- ★ How can just your neck touch your coat?
- ★ How can just one arm touch it? Both arms? Both elbows?
- ★ How can just your buttocks touch your coat?
- ★ How can just one wrist touch it?
- ★ How can just one knee touch your coat? Both knees?
- ★ How can just some of your toes touch it? Both heels? One ankle?
- ★ How can just your back touch your coat? Just your side? The other side? The top of your body? How can the very bottom of your body touch your coat?

2. Objective

Student will demonstrate ability to move the body or specific body parts in relation to the coat while responding to challenges of position.

- ★ Now you will need to spread your coat out on the floor.
- ★ How can you move so you are under it?
- ★ How can you move around it?
- ★ How can you move so you are as far away from your coat as you can get and still be inside this room? Now how can you move so you are closer to it? Next to it? On it?
- ★ How can you move so you are over your coat?
- ★ How can you move so one leg is in your coat?
- ★ How can you move so one foot is over your coat and the other foot is under it?
- ★ How can you move so your coat is between you and that door?
- ★ How can you move so you are above your coat?
- ★ How can you move so one hand is between your coat and your nose?
- ★ How can you move so just one leg is moving around your coat?

- ★ How can you move so one foot is in your coat and one arm is under it?
- ★ How can you move so your chin is on your coat and your buttocks are over it?
- ★ How can you move so both knees and both thumbs are under your coat?
- ★ How can you move so one ear is above your coat and one is on it?

3. Objective

Student will demonstrate ability to move the coat in relationship to the whole body or specific body parts while responding to challenges of position.

Please pick up your coat now.

- ★ How can you move your coat so it is behind you? In front of you? Beside you? On the other side of you?
- ★ How can you move your coat so it moves around your legs?
- ★ How can you put your coat between your elbows? Between your legs?
- ★ How can you move your coat so it is above you? On you? In you?
- ★ How can you move your coat in front of your legs?
- ★ How can you move your coat so it is behind your legs? Behind one leg? Moving around one leg? Over one leg? Between one leg and one foot? Under one leg? On one leg?

4. Objective

Student will demonstrate ability to position two or more specific body parts on or between the coat.

Please spread your coat out on the desk (table or floor).

- ★ How can you put only your nose, one thumb, and one elbow on your coat at the same time?
- ★ How can you put only one knee, one foot, and two hands on your coat at the same time?
- ★ How can you hold your coat between your chin and chest? Between your chin and one shoulder? Between an ear and a shoulder?
- ★ How can you put only your heels and wrists on your coat at the same time?
- ★ How can you put only your side, a foot, and a thumb on your coat at one time?
- ★ How can you put only your back and fingers on your coat at one time?

5. Objective

Student will demonstrate ability to move through space with the coat in response to challenges of direction, position, locomotion, and quality of motion (adverbs).

- ★ How can you pick up your coat very slowly using both hands?
- ★ How quickly can you put your coat on? How fast can you take it off?
- ★ How can you make your coat float to the ground? How can you bend very swiftly to pick up your coat, holding it by just the sleeves?
- ★ How can you step over the coat without letting it go? Where is your coat located in relation to your body? (Behind it.)

- ★ Without letting go of your coat, how can you move it so it is again in front of you? What are the two ways that it can travel in relation to your body while you are holding it by the sleeves? (Over and under.)
- ★ Again, without letting go of the sleeves of your coat, how can you move it so your neck is inside your coat? One knee? Both feet? Both ankles?
- ★ Leaving the coat around your ankles, with your hands still holding it, how can you move forward? Backward?
- ★ Now let go of your coat and leave it around your ankles. How can you move forward? Backward?
- ★ Which way was easier to move—while holding the coat or when your hands were free? Why?
- ★ How can you jump sideways while your coat is behind you?
- ★ How can you turn around and at the same time *always* keep your coat between yourself and that door? What else can you do with your coat to keep it between yourself and the door as you turn around?

There are two solutions: Put the coat down while turning or move the coat around the body while turning.

- ★ How can you jump over your coat going only sideways? Only forward? Only backward?
- ★ How can you hop around your coat?
- ★ How can you walk forward around your coat?
- ★ How can you walk backward around your coat keeping one foot on it and one foot off it?

6. Objective

Student will demonstrate ability to balance on one to six body parts.

Please spread your coat out on the floor. I am going to challenge you to balance in different ways on top of your coat. Please do not let any other body part touch anything else (floor, chair, table) to help you balance.

- ★ How can you balance with only two parts of your body on your coat? Now select two other parts of your body to balance on.
- ★ How can you balance with six parts of your body on your coat? Five parts? Four parts? Three parts?
- ★ How can you balance with only one part of your body touching the coat?
- ★ How many different ways can you balance with only one part of your body on the coat? (Back, stomach, one foot.)

Final Challenge

Objective

Student will demonstrate ability to solve the problem of moving the coat without using hands.

- ★ How can you hang your coat over the back of your chair without using your hands?

PENNIES OR BEANS

Preparation

Ask the students to take off their shoes. Give each student either a penny or a bean.

1. Objective

Student will demonstrate ability to move the whole body or specific body parts in relationship to the penny or bean while responding to challenges of position.

For these first few challenges, put the penny on your desk (floor).

- ★ How can you put yourself in front of the penny? Beside it?
- ★ How can you put your foot over the penny? On it?
- ★ How can you put one finger in back of the penny? Above it? Under it?
- ★ How can you put your ear on the penny?
- ★ How can you make one hand move around the penny? Both hands?
- ★ How can you put your head in front of the penny? Beside it? Over it?
- ★ How can you put one thumb between the penny and that door?
- ★ How can you put your elbow above the penny? Under it?
- ★ How can you move so the penny is between your nose and that door? So it is between your nose and me? Between your nose and the person beside you?
- ★ How can you put one hand over the penny? Under it? Beside it? On it? In front of it? In back of it?
- ★ How can you move your hand around the penny?

2. Objective

Student will demonstrate ability to hold the penny or bean with specific body parts and show understanding of *same* and *different* sides of his body.

You will need to pick up your penny now.

- ★ How can you hold it using only one shoulder and one ear?
- ★ How can you hold the penny using only your knees? Your ankles? Your feet?
- ★ How can you hold the penny using one foot and one knee?
- ★ How can you hold the penny using two fingers, one from each hand? Using a thumb and a finger from the same hand? Using a thumb and a finger, each from a different hand?
- ★ How can you hold the penny using your chest and arm? Your back and an arm? Your side and an arm?
- ★ How can you hold the penny using your shin and a heel? Your shin and an ankle? Your shin and a thumb from the same side of your body?
- ★ How can you hold the penny using only your elbows? Using only the backs of your hands? Using only your toes?

3. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body, and move through space while responding to challenges of direction, position and locomotion.

- ★ How can you walk sideways while balancing the penny on your shoulder?
- ★ How can you tiptoe forward while balancing the penny on one arm?
- ★ How can you move backward keeping the penny on your head? How many other ways can you move backward while keeping the penny on your head? (Walk, tiptoe, crawl, slide.)
- ★ What parts of your body can you keep the penny between while you jump? (Knees, ankles, arms, elbows.) Show me. What parts of your body can you hold the penny between while you hop? Show me.
- ★ How can you walk on your heels while keeping the penny on one foot? Under an arm? Under your chin? On your head?
- ★ How can you jog in place while holding the penny in your right hand? In your left hand?
- ★ How can you move forward while keeping the penny balanced on your back? Is there another way you can move forward?
- ★ How can you move backward with the penny under your right foot?
- ★ How can you jump with the penny between your hands and held above you?
- ★ How can you hop over your penny? Hop around it? Hop on it?

4. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body while holding the penny on them.

- ★ How can you put the penny on your right eye? On your left eye?
- ★ How can you balance it on your chin? On your chest?
- ★ How can you hold the penny on your left arm? On your right thumb? How can you hold the penny on your right shin? On your right calf?
- ★ How can you hold the penny on part of your waist? On one shoulder? Which shoulder is it on? (Left or right.)
- ★ How can you hold the penny on your right ankle? On your right heel? On the top of one foot? Which foot is it on? (Left or right.)
- ★ How can you balance the penny on your forehead? On your right ear? On your right thigh? On your right hip? On your neck?
- ★ How can you balance the penny on the back of your neck? The side of your neck? The front of your neck?
- ★ How can you hold the penny on one wrist? Which wrist is it on? (Left or right.)

5. Objective

Student will demonstrate ability to identify left and right sides of the body and to connect three or four specific body parts.

Please put the penny under you for this next group of challenges.

- ★ How can you put your right hand on a foot and a knee at the same time?
- ★ How can you connect your nose, left thumb, and right knee at the same time?
- ★ How can you connect your forehead, left shin, and left wrist at the same time?
- ★ How can you connect your right thumb, your back, and your right fingers at the same time?
- ★ How can you connect the side of your leg, your right elbow, and your right forearm at the same time?
- ★ How can you connect your left ear, left shoulder, left thumb, and one right finger at the same time?

6. Objective

Student will demonstrate ability to identify left and right sides of the body and to move only specific body parts.

Still leave the penny under you.

- ★ How can you move only one finger? Only two fingers—one from each hand?
- ★ How can you move just the toes on your right foot? How can you move just one toe?
- ★ How can you rotate your left hand at your wrist joint? Continue rotating your left hand while you also rotate your right foot. At which joint does your foot rotate? (Ankle.)
- ★ How can you rotate your left thumb and your right forefinger at the same time? How can you twist your upper body?
- ★ How can you twist your left leg? At which joint does it move? (Hip.)
- ★ How can you rotate your lower right leg? At which joint does it move? (Knee.) Name all the parts of your body that are moving when you are rotating your lower right leg. (Ankle, toes, heel, shin, calf.)

Final Challenge**Objective**

Student will demonstrate ability to catch the penny with the right hand.

- ★ How can you balance the penny on your forehead, then let it fall off and catch it with your right hand?

MAGAZINES

Preparation

Ask the students to take off their shoes. Give each student a magazine.

1. Objective

Student will demonstrate ability to identify body parts, body surfaces, and left and right sides of the body.

Please place the magazine on your desk (the floor) and leave it there for this first group of challenges.

- ★ How can you put just your nose on the magazine? Your chin? An elbow? Both elbows?
- ★ How can you put just the side of your foot on the magazine? The bottom of your foot? The top of your foot? One heel? The toes of one foot?
- ★ How can you make both legs touch the magazine? Just your calves? Just your shins? Just your thighs? One hip? The other hip?
- ★ How can you move so just your back is on the magazine? Just your stomach? Just your chest? Just the back of your head?
- ★ How can you move so your left ear is on the magazine? Which ear is *not* touching the magazine? (Right.)
- ★ How can you move so one knee is on the magazine? Which knee is *not* on the magazine? (Left or right.) Which knee is supporting your weight? (Left or right.)
- ★ How can you put just your right forearm on the magazine? Your forehead? Your buttocks?

2. Objective

Student will demonstrate ability to identify left and right body parts and to move the magazine in relationship to the whole body or specific body parts while responding to challenges of position.

Pick up your magazine, please.

- ★ How can you put the magazine in back of you? Above your left shoulder? On your right shoulder?
- ★ How can you hold the magazine between your forearms? Between your elbows?
- ★ How can you make the magazine move around your neck? Your waist? Your right ankle?
- ★ How can you put your nose inside the magazine? Your left forearm? Your right thumb?
- ★ How can you hold the magazine in front of your knees? Beside them? Between them? Behind them? Over them? Under them? Inside them?
- ★ How can you move the magazine so it is between you and me? So you are between me and the magazine?
- ★ How can the magazine move around your whole body?

- ★ How can you move the magazine so it is under your arm and over your left hand at the same time? Which arm is on top of the magazine? (Right.)
- ★ How can you move the magazine so it is around your left leg and under your chin? Which leg is inside the magazine? (Left.)
- ★ How can you move the magazine so it is under your heels and over your right thumb? Which thumb is *not* touching the magazine? (Left.)
- ★ How can you move the magazine so your left forearm is inside it and your head is under it? Are any parts of your body above the magazine?
- ★ How can you move the magazine so your back is under it and your right forearm is on it?
- ★ How can you move the magazine so your chest is over it and your left ankle and left foot are under it?
- ★ How can you move the magazine so it is beside you? Above you? Moving around you? Behind you? In front of you? Under you?

3. Objective

Student will demonstrate ability to balance on one to six body parts and to place the magazine in response to challenges of position.

Place the magazine on the floor beside you.

- ★ How can you balance with only one part of your body on the floor and one part of your body on the magazine? (Two body parts will be in contact with the base of support.)
- ★ How can you balance with four parts of your body touching the floor and one body part over the magazine?
- ★ How can you balance with three parts of your body on the magazine? How can you balance with three different parts on the magazine?
- ★ How can you balance over the magazine with three parts of your body touching the floor?
- ★ How can you balance with six parts of your body touching the floor while keeping the magazine behind you?
- ★ How can you balance with two parts of your body touching the floor and two parts of your body on the magazine?
- ★ How can you balance under the magazine with four parts of your body touching the floor?
- ★ How can you balance on your magazine with as many body parts as possible on the magazine? How many body parts are on the magazine? Is it easier to balance with six body parts on the magazine or six body parts on the floor? (Discuss balancing on a small support base versus a large support base.)

4. Objective

Student will demonstrate ability to locate the left and right sides of the body and of the magazine.

Place the magazine in front of you on the desk (floor).

- ★ How can you put your right hand on the right side of your magazine? On the left side of your magazine? On the top of it? On the bottom of it?
- ★ How can you put your left hand on the left side of your magazine and your right hand on the right side? Now, switch hands. Which side of your magazine is your right hand touching? (Left.) Which hand is now touching the right side of your magazine? (Left.)
- ★ How can you move so your left foot is on the right side of your magazine?
- ★ How can you move so your whole body is on the left side of your magazine?
- ★ How can you move so your forehead is on the left side of your magazine and your right shoulder is over it?

5. Objective

Student will demonstrate ability to change the shape of the magazine to solve problems of imagination.

- ★ How can you roll the magazine into a tube using only one hand?
- ★ How would you use the tube if it were a cane? A telescope? A pencil? A rolling pin? Can you imagine the tube to be any other object? (Try your students' ideas.)
- ★ Lay your magazine out flat. How many corners does it have? Can you change its shape so it has five corners? Six corners? How can you change it so it doesn't have any corners?

6. Objective

Student will demonstrate ability to move through space with the magazine while responding to challenges of direction, locomotion, and imagination.

Place your magazine on the floor beside you.

- ★ How can you move over it? How many different ways can you use to move over the magazine? (Stepping, jumping, hopping.)
- ★ How can you move the magazine forward using only your heels? What direction are you facing? (Backward.)
- ★ How can you move the magazine with the side of your foot?
- ★ How can you jump back and forth over your magazine? How can you jump over your magazine and land with just three parts of your body touching the floor?
- ★ How can you move around your magazine very slowly? Very swiftly?
- ★ How can you move like a robot around your magazine? Like a snake? Like a frog?

Final Challenge

Objective

Student will demonstrate ability to solve the problem of picking up the magazine without using hands.

- ★ How can you pick up the magazine and place it here by me without using your hands?

BY THE WALL

Preparation

Ask the students to take off their shoes. Have each student stand by a section of the wall.

1. Objective

Student will demonstrate ability to identify specific body parts, the left and right sides of the body, and the surfaces of some body parts.

- ★ How can you put just one knee on the wall? Both knees?
- ★ How can you put just your buttocks on the wall? One calf? Both calves?
- ★ How can you put your back against the wall? Your right side? Your front? Your left side? Your back? What have you just done? (Turned.)
- ★ How can you put the top of your head on the wall? At what joint of your body are you bent? (Neck, waist, or hip.)
- ★ How can you put the bottoms of your feet against the wall? How can you put just the bottom of your right foot against the wall while you are standing?
- ★ How can you put just your elbows on the wall? Just your nose? Your chin?
- ★ How can you put your heels on the wall? Your toes? Your stomach? One wrist? One hip? One ear?

2. Objective

Student will demonstrate ability to move through space in response to challenges of locomotion and imagination.

- ★ How can you keep your head on the wall while you turn around? Can you keep any other body part against the wall while you turn around? (Hand, fingers, thumb, forearm.)
- ★ How can you keep your back near the wall while you jog in place?
- ★ How high can you jump while reaching with one hand to touch the wall as high as you can? Now jump up and touch the wall with both hands as high as you can. Did you go higher reaching with one hand or two hands?
- ★ How can you pretend you are sitting on a chair using the wall as the back of the chair?
- ★ How can you pretend the wall is a mirror as you put on a pair of pants? As you put a sock on your right foot? A sock on your left foot? As you put on one shoe? A shirt that buttons up the back? A coat that zips up? A hat? Gloves? You are almost all dressed, but what did we forget? (One shoe.)
- ★ How can you spin around against the wall?

3. Objective

Student will demonstrate ability to position the body in relationship to the wall in response to challenges of position.

- ★ How can you stand so the wall is beside you? Against you?
- ★ How can you stand so the wall is in front of you? Behind you?
- ★ How can you move so your part of the wall is as far from you as possible while you remain inside this room?
- ★ How can you move so you are between me and your part of the wall?
- ★ How can you stand so you are next to the wall?

(What do your students do with these last challenges?)

- ★ How can you move so the wall is over you? On you? Under you? If the wall is not under you, how can you move so you are under the wall?

4. Objective

Student will demonstrate ability to place two or more specific body parts on the wall and to identify left and right and various body parts.

- ★ How can you put just two hands and two knees on the wall? How can you put just your back and right foot on the wall?
- ★ How can you put both hands and both feet on the wall at the same time? Which part of your foot is touching the wall?
- ★ How can you put only your left ear and right foot on the wall?
- ★ How can you put only your chin, left elbow, and left knee on the wall?
- ★ How can you put the top of your head, your right thumb, and one little finger on the wall?
- ★ How can you put just your thumbs and heels on the wall?
- ★ How can you put just your buttocks, right foot and left elbow on the wall? Which foot is not on the wall? (Left.)
- ★ How can you put just your chin and your right hand on the wall with your right hand positioned above your chin? With your right hand positioned below your chin?
- ★ How can you put your hands on the wall with only your left hand above the level of your head?
- ★ How can you put your right leg and left forearm on the wall?
- ★ How can you put just your toes and fingertips on the wall?
- ★ How can you put one shoulder on the wall? What other body parts are also touching the wall?
- ★ How many body parts can you make touch the wall at once?
- ★ How can you put three different body parts on the wall? Five different body parts? Seven different body parts?

5. Objective

Student will demonstrate ability to balance on one to six body parts.

- ★ How can you balance with one body part on the floor and two body parts on the wall?
Now, no body parts on the wall and one on the floor?
- ★ How can you balance with three different body parts on the floor and two other body parts on the wall?
- ★ How can you balance with one body part on the floor and four body parts on the wall?
- ★ How can you balance with six body parts on the floor and your left hand on the wall?
- ★ How can you balance with five body parts on the floor and your right foot on the wall?

6. Objective

Student will demonstrate ability to isolate and control the movement of specific body parts in response to challenges of position, direction, locomotion, and quality of motion.

- ★ How can you move your right hand rapidly up the wall?
- ★ How can you jerk your left thumb along the wall?
- ★ How can you slide your elbows on the wall?
- ★ How can you slowly move your head down the wall?
- ★ How can you quickly "jump" your hands up the wall?
- ★ How can you slowly walk your feet up the wall?
- ★ How can you tiptoe down the wall?
- ★ How can you roll one arm on the wall?
- ★ How can you bounce your knees along the wall?
- ★ How can you push your ear against the wall?
- ★ How would you push against the wall if you wanted to move it?
- ★ How can you dance your fingers up the wall?
- ★ How quietly can you move your elbows down the wall?
- ★ How can you climb your hands up the wall? Slide them down?

Final Challenge**Objective**

Student will demonstrate ability to move in response to a three-step locomotor challenge.

- ★ How can you spin around once, jump to touch the highest point possible on the wall, and then tiptoe back to your chair?

CHAIRS—PARTNERS

Preparation

Ask the students to take off their shoes. Give each pair of students a chair.

1. Objective

Students will demonstrate their ability to identify specific body parts and surfaces.

- ★ How can each of you make your chin touch your chair? Your foot? A heel?
- ★ How can each of you make just the back of your head touch the chair? Now just the side of your head? Now, how can just the top of your head touch the chair? The front of your head?
- ★ How can each of you put one knee on the chair? One heel? One ankle?
- ★ How can each of you make your back touch the chair? Your side? Now your other side?
- ★ How can each of you make just your toes touch the chair? Just your thumbs? One elbow?
- ★ How can each of you make both of your arms touch the chair? The bottoms of both feet? Now the backs of both feet? What is the back of your foot called? (Heel.)

2. Objective

Students will demonstrate their ability to cooperatively position the chair between two specific body parts, one from each partner.

- ★ How can you both move so the chair is between the head of one partner and the back of the other partner?
- ★ How can you both move so the chair is between an elbow of one partner and the knees of the other partner?
- ★ How can you both move so the chair is between an ear of one partner and the chin of the other partner?
- ★ How can you both move so the chair is between the chest of one partner and the back of the other partner?
- ★ How can you both move so the chair is between your backs? Between your knees? Between your stomachs? Between your sides? Your noses?

3. Objective

Students will demonstrate their ability to place their bodies or specific body parts in relationship to the chair while responding to challenges of position.

- ★ How can one partner stand in front of the chair and the other partner stand in back of it?
- ★ How can both partners stand on the same side of the chair? Now on opposite sides of the chair?
- ★ How can one partner put feet under the chair while the other partner's head is over the chair?
- ★ How can one partner put a foot on the chair and the other partner put elbows above the chair?

- ★ How can one partner put a knee beside the chair and the other partner put a knee on the chair?
- ★ How can one partner move around the chair while the other partner gets on the chair?
- ★ How can one partner get under the chair while the other partner stands beside the chair?
- ★ How can one partner move over the chair while the other partner puts one foot under the chair?
- ★ How can one partner put an elbow under the chair and the other partner put a foot on the chair?
- ★ How can both partners get on the chair at the same time? Move around the chair at the same time?
- ★ How can you both put the chair over your legs at the same time? Over your heads? Behind your backs? In front of your stomachs? Under your chins?

4. Objective

Students will demonstrate their ability to connect one body part to their partner's same body part.

For these next challenges, please leave the chair behind both of you.

- ★ How can you make your back touch your partner's back?
- ★ How can you make your head touch your partner's head? Your knees touch your partner's knees? Your heels touch your partner's heels?
- ★ How can you make your thumbs touch your partner's thumbs? Your toes touch your partner's toes?
- ★ How can you make your side touch your partner's side? Your ear touch one of your partner's ears? Your shoulder touch one of your partner's shoulders? Your elbows touch your partner's elbows?

5. Objective

Students will demonstrate their ability to cooperatively move through space in relationship to the chair while responding to challenges of position, direction, locomotion, and quality of motion.

- ★ How can one partner slowly crawl over the chair while the other partner quickly goes around it?
- ★ How can one partner walk forward around the chair while the other partner walks backward around the chair?
- ★ How can both of you go over the chair at the same time? Did you have to change the position of the chair?
- ★ How can both of you go forward around the chair, one stumbling and the other using giant steps?
- ★ How can one of you slither over the chair while the other one rushes far away from the chair but stays in this room?
- ★ How can one of you gallop around the chair while the other one tiptoes over to me?

- ★ How can one partner sneak under the chair while the other one silently runs around the chair?
- ★ How quietly can both of you climb over the chair, going one at a time?
- ★ How fast can one of you go backward around the chair while the other partner makes a lot of noise and lies on the chair?
- ★ How can you both go forward around the chair at the same time—one in a small circle and the other in a larger circle?
- ★ How stiffly can you both march around the chair?
- ★ Keeping your hands on the chair, how can you both go around it?

6. Objective

Students will demonstrate their ability to cooperate and locate the surfaces of the chair.

- ★ How can both of you stand behind the chair? In front of the chair? On the same side of the chair?
- ★ How can both of you squat on different sides of the chair?
- ★ How can one of you stand in front of the chair and one of you stand behind it?
- ★ How can you both stand so your backs face the back of the chair?
- ★ How can you both sit so your backs face the side of the chair?
- ★ How can you both lie down with your heads close to the front of the chair?
- ★ How can you both sit with your feet next to the side of the chair?
- ★ How can you both sit with your feet on the top of the chair? On the bottom? On the back of the chair?

Final Challenge

Objective

Students will demonstrate their ability to cooperate as they move with the chair between them.

- ★ How can you both put the chair away, while keeping the chair between you?

Motor exploration activities provide an excellent way of giving necessary insight into the movement possibilities of the human body.

(Fait 1964)

PAPER NAPKINS

Preparation

Ask the students to take off their shoes. Give each student a paper napkin. For the Final Challenge, an empty trash can or cardboard box will be needed.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body by placing the napkin on these parts.

- ★ How can you put the napkin on your head? Forehead?
- ★ How can you put the napkin on your chin? On your left ear?
- ★ How can you put the napkin on your shin? On your right heel?
- ★ How can you put the napkin on both feet at once? Both legs? Both shoulders? Both thumbs?
- ★ How can you put the napkin on your right knee? Which knee is not covered? (Left.)
- ★ How can you put the napkin on all your fingers?
- ★ How can you put the napkin on your neck? Just on your left eye? On your back?
- ★ How can you put the napkin on your waist? Left thigh? Right hip?
- ★ How can you put the napkin on your side? On your chest?

2. Objective

Student will demonstrate ability to hold the napkin between two specific body parts and to identify left and right body parts.

Place the napkin on the floor (desk or table).

- ★ How can you pick up the napkin using only your two smallest fingers? Using only your heels? How can you pick it up using only your toes? Using only your thumbs? Using only your elbows?
- ★ How can you hold the napkin between your nose and left thumb?
- ★ How can you hold the napkin between your chin and right knee?
- ★ How can you hold the napkin between your right calf and left shin? Which leg is on top? (Right.)
- ★ How can you hold the napkin between your left elbow and right forearm? Which arm is on top? (Left or right?)
- ★ How can you hold the napkin between your right wrist and your right eye? Between your right wrist and left eye?
- ★ How can you hold the napkin between your right ankle and left knee?
- ★ How can you hold the napkin between your back and your left hand?
- ★ How can you hold the napkin between your chest and your right hand?
- ★ How can you hold the napkin between your right thigh and left heel? Between your left thigh and right toes?
- ★ How can you hold the napkin between your left fingers and right wrist?

3. Objective

Student will demonstrate ability to balance on one to five body parts and identify left, right, and various body parts while responding to challenges of position.

- ★ How can you balance with three parts of your body touching the floor and the napkin between your knees?
- ★ How can you balance with the napkin over your left foot and five parts of your body touching the floor?
- ★ How can you balance with the napkin under an arm and two different body parts (not two hands or two feet, or two fingers) touching the floor? How can you balance on two other different body parts?
- ★ How can you balance with the napkin over one hand and one body part touching the floor?
- ★ How can you balance with the napkin over your right shoulder and with four different body parts touching the floor? Can you balance on four other different parts with the napkin under your left elbow?

4. Objective

Student will demonstrate ability to change the shape of the napkin and the body while moving to meet challenges of shape and imagination.

- ★ Spread your napkin out in front of you. What shape is it?
- ★ How can you change it into a square? A rectangle? A triangle?
- ★ How many corners does a triangle have? Using your whole body, how can you make a triangle? Using just your fingers, how can you make a triangle?
- ★ How can you make a rectangle using your body? Using your fingers?
- ★ How can you make your napkin into a straight line? (Roll it up.) How can you make your body into a straight line? How far can you move in a straight line?
- ★ How can you make your napkin into a line that forms a corner (angle)? Can you make your body into the same shape? Your arm?
- ★ How can you make your napkin into a circle? Can you make your whole body into a circle? Just your arms? Fingers?
- ★ How many different letters can you make your napkin into? How can you use your body to make some of these same letters? Is it easier to use your whole body or just parts of your body (arms, legs, fingers) to make these letters?
- ★ How can you make your napkin into the letter that your name begins with?

5. Objective

Student will demonstrate ability to move the body in relation to the napkin while responding to challenges of position.

- ★ How can you put the letter you have just made down in front of you? Leave it there while I challenge you to move in relation to it.
- ★ How can you stand between the napkin and that window?
- ★ How can you move over your napkin? Under it?
- ★ How can you move around your napkin?
- ★ How can you stand beside it? In front of it? Behind it?
- ★ How can you move so the napkin is between you and that clock?

6. Objective

Student will demonstrate ability to move the napkin in relation to the whole body, specific body parts, and left and right sides in response to challenges of position.

Please pick up your napkin.

- ★ How can you move it over one leg and under the other?
- ★ How can you move the napkin over one shoulder then under one leg?
- ★ How can you put the napkin above your knees?
- ★ How can you move the napkin around your waist? Around your head? Around your right leg?
- ★ How can you put the napkin over your body? Under your body?
- ★ How can you put the napkin in front of you? In back of you? Right next to your left side? Next to your right side?
- ★ How can you put the napkin under your buttocks? Over your neck? Around your left wrist? Around your right thigh? Under your right hip?

Final Challenge**Objective**

Student will demonstrate ability to use the napkin in tossing and throwing skills.

- ★ How can you make your napkin into a ball? How can you balance it on your shoulder? On your nose? On one finger? How can you toss it up and catch it with your right hand? Catch it with your left hand? How can you hold it between your thumbs and throw it into this trash can?

RUBBER BANDS

Preparation

Ask the students to take off their shoes. Give each student a rubber band.

1. Objective

Student will demonstrate ability to identify specific body parts and to locate the left and right sides of the body.

- ★ How can you put the rubber band around your left thumb? Around your right fingers?
- ★ How can you put the rubber band on top of one shoulder? On top of your neck? On top of your nose?
- ★ How can you put the rubber band around your right wrist? Around your left ankle?
- ★ How can you put the rubber band on top of your left foot? Around it?
- ★ How can you put the rubber band on top of your thigh? Your shin? Your left calf?
- ★ How can you put the rubber band around your right knee?
- ★ How can you put the rubber band on top of your forehead? Your left eye?
- ★ How can you put the rubber band around your chin? Around your left forearm?
- ★ How can you put the rubber band on top of your right elbow? On top of your right ear?
- ★ How can you put the rubber band on your back?

2. Objective

Student will demonstrate ability to move the body in relation to the rubber band while responding to challenges of position.

- ★ How can you stand over your rubber band? On it? Above it? What is the difference between over, on, and above an object?
- ★ What parts of your body can you get inside your rubber band? How can you move so you are under your rubber band? How can you move around your rubber band?
- ★ How can you move so you are between your rubber band and your chair? How can you move so your rubber band is between you and me?
- ★ How can you move so you are behind your rubber band? In front of your rubber band? Beside it?

3. Objective

Student will demonstrate ability to move the rubber band in relation to specific body parts while responding to challenges of position.

- ★ How can you move the rubber band around your head? Around your neck?
- ★ How can you move the rubber band so it is behind your left shoulder? Behind your right knee?
- ★ How can you move the rubber band so it is above your waist? Above your chest?
- ★ How can you move the rubber band so it is beside your left forearm? Under your left heel? Over your right foot?

- ★ How can you move the rubber band so it is around your right arm *and* over your right hand?
- ★ How can you move the rubber band so it is around your left leg *and* beside your right elbow?
- ★ How can you move the rubber band so it is around your chin *and* under your left foot?
- ★ How can you move the rubber band so it is under one knee *and* over the other knee? Which knee is on top? (Left or right?)
- ★ How can you move the rubber band so it is around your left thumb *and* over your right fingers? How can you move the rubber band so it is around your right wrist *and* in front of your chest?

4. Objective

Student will demonstrate ability to hold the rubber band between two specific body parts.

- ★ How can you pick up the rubber band using only two fingers? Two thumbs?
- ★ How can you pick up the rubber band using only your left thumb and an elbow? Which elbow did you decide to use? (Right.)
- ★ How can you hold the rubber band between your left heel and a knee? Which knee did you decide to use? (Right.)
- ★ How can you hold the rubber band between your ankles? Between your thumbs? Between your knees? Between your ears?!
- ★ How can you hold the rubber band between your thighs? Between your legs?
- ★ How can you hold the rubber band between your right elbow and a hip? Which hip are you using? (Left or right?)
- ★ How can you hold the rubber band between your nose and left knee? Between your wrists? Between your right elbow and your waist?

5. Objective

Student will demonstrate ability to move through space with the rubber band while responding to challenges of direction, position, locomotion, and quality of motion.

- ★ How quickly can you move forward keeping the rubber band under your left knee?
- ★ How slowly can you move sideways keeping the rubber band moving around your head?
- ★ How can you keep the rubber band under your chin while moving backwards using jerky movements?
- ★ How can you keep the rubber band over your right eye while tiptoeing forward?
- ★ How can you walk sideways on your heels while keeping the rubber band around your hands?
- ★ How can you slide forward while keeping the rubber band behind your left shoulder?
- ★ How can you jump in place while keeping the rubber band between you and that door?

- ★ How can you hop over your rubber band? How can you jump around your rubber band? Walk backward around it? Crawl over it? Dance above it?
- ★ How can you jog slowly far away from your rubber band? Now, how rapidly can you move until you are beside your rubber band?

6. Objective

Student will demonstrate ability to balance on one to six body parts and position the rubber band in response to challenges of position.

- ★ How can you balance on three parts of your body while keeping the rubber band over one of those parts? Which body part is the rubber band over?
- ★ How can you balance on two different body parts while keeping the rubber band under one of them? Which body part is the rubber band under?
- ★ How can you balance on six body parts while keeping the rubber band behind two of them? Which two body parts is the rubber band behind?
- ★ How can you balance on one body part while keeping the rubber band under you?
- ★ How can you balance on five body parts while keeping the rubber band around one of them that is on the right side of your body? Which body part is the rubber band around?
- ★ How can you balance on four body parts while keeping the rubber band between two other body parts? Which four body parts are touching the floor? Which two body parts are holding the rubber band?

Final Challenge

Objective

Student will demonstrate ability to move the rubber band with only the toes of the right foot.

- ★ How can you lift the rubber band off the floor and bring it to me using *only* the toes of your right foot?



Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests . . . I am me and I am okay.

(Satir 1972)



MILK CARTONS

Preparation

Ask the students to take off their shoes. Give each student an individual-size milk carton. Position each student near a desk or chair.

1. Objective

Student will demonstrate ability to identify specific body parts and locate left and right sides of the body while balancing the milk carton on these parts.

- ★ How can you put the milk carton on your left shoulder? On your left foot?
- ★ How can you put the milk carton on your right forearm? On your forehead?
- ★ How can you put the milk carton on a shin? On a hip? On a calf? Which calf is *not* touching the milk carton? (Left or right?)
- ★ How can you put the milk carton on your left ankle? On your right ankle? On your left heel?
- ★ How can you move the milk carton so it touches your whole waist? Your whole left side?
- ★ How can you put the milk carton on a wrist? On a thumb? On your right ear?
- ★ How can you put the milk carton on your chest? On your chin?

2. Objective

Student will demonstrate ability to hold the milk carton between two specific body parts.

- ★ How can you hold the milk carton using only your heels? Only your toes?
- ★ How can you hold the milk carton using only one elbow and a knee from the opposite side of your body?
- ★ How can you hold the milk carton using only an ear and a shoulder from the same side of your body?
- ★ How can you hold the milk carton using only your forearm? Only your wrists?
- ★ How can you hold the milk carton using only your nose and left foot?
- ★ How can you hold the milk carton using only your right foot and a knee? Which knee are you using? (Left.)
- ★ How can you hold the milk carton using only your right forearm and your back?

3. Objective

Student will demonstrate ability to move the body in relationship to the milk carton while responding to challenges of position, locomotion, direction, and quality of motion.

Please put your milk carton on the floor.

- ★ How can you stand so you are behind your milk carton?
- ★ How can you move over the milk carton? What kind of movement did you use to go over the milk carton? (Jump, step, hop?)
- ★ How can you move slowly around the milk carton?
- ★ How rapidly can you put yourself between your milk carton and your chair?

- ★ How can you turn your body as you move in front of your milk carton?
- ★ How can you shake your arms as you stand beside the milk carton?
- ★ How swiftly can you get under the milk carton?
- ★ How can you stand so your milk carton is between you and your chair?
- ★ How can you move around your milk carton going backwards? Sideways? Forward?

4. Objective

Student will demonstrate ability to locate the left and right sides and surfaces of the body and the milk carton.

Please place your milk carton on your desk (chair).

- ★ How can you put your left hand on the left side of your milk carton?
- ★ How can you put your right elbow on the right side of your milk carton?
- ★ How can you put your chin on top of the milk carton?
- ★ How can you put your left forearm on the right side of your milk carton?
- ★ How can you put your nose behind your milk carton and your left hand under it?
- ★ How can you put your right thumb on the right side of your milk carton and your left thumb on the left side? Now, have your thumbs trade places. Which side of your milk carton is your left thumb near? (Right.) Which side is your right thumb near? (Left.)
- ★ How can you put your whole body on the left side of your milk carton? On the right side of your milk carton?

5. Objective

Student will demonstrate ability to locate left and right sides of the body and move specific body parts simultaneously in relation to the milk carton while responding to challenges of position.

- ★ How can you put one thumb inside your milk carton while the other thumb is under it? What other body part(s) can you fit inside your milk carton? (Nose, chin, elbow, finger, toe.)
- ★ How can you put your chin beside your milk carton and your left hand above it at the same time?
- ★ How can you put the milk carton between your knees and keep your right hand under it?
- ★ How can you put your left wrist on the milk carton while keeping your left elbow above it?
- ★ How can you move your right hand around your milk carton while your left foot is above it?
- ★ How can you shake your head above your milk carton while clapping your hands under it?
- ★ How can you wiggle your left fingers in front of it and put your left toes behind it?
- ★ How can you put your right ankle under it and your left ankle over it?

- ★ How can you put one right finger in it and keep your right elbow under it?
- ★ How can you put your left forearm over it and your right forearm under it?
- ★ How can you put your back over your milk carton and snap your fingers beside it?

6. Objective

Student will demonstrate ability to move through space with the milk carton in response to challenges of locomotion, position, and direction.

- ★ How can you jump forward keeping your milk carton over you?
- ★ How can you move sideways keeping your milk carton in front of you?
- ★ How can you skip forward keeping your milk carton behind you?
- ★ How can you walk forward while balancing the milk carton on your head? On your left shoulder? On your forearms?
- ★ How can you move your milk carton forward using only your knees? How can you move your milk carton backward using only your heels?
- ★ How can you move your milk carton forward using only your toes? What are you doing to your milk carton? (Kicking.)
- ★ How can you kick your milk carton using only your right foot? Only your left foot? Which foot works better for you?
- ★ How can you move your milk carton using only the insides of your feet? Only the outsides of your feet? Only the bottoms of your feet? Only the tops of your feet?
- ★ How can you roll your milk carton using only your fingers—no thumbs?
- ★ How can you roll your milk carton using only your elbows? Only your toes? Thumbs? Wrists? Knees? What other pairs of body parts can you use to pick up your milk carton? (Two fingers, forearms, heels.)

Final Challenge

Objective

Student will demonstrate ability to change the shape of the milk carton in response to challenges of imagination.

- ★ How can you change the shape of your milk carton so it resembles an animal? Which animal did you choose to make?

PAPER PLATES

Preparation

Ask the students to take off their shoes. Give each student a paper plate.

1. Objective

Student will demonstrate ability to identify specific body parts and left and right sides of the body by placing these parts on the paper plate.

- ★ How can you put just your right elbow on the paper plate? How can you put just your chin on the paper plate? Just your nose? One thumb? Which thumb did you choose to put on the plate? (Left or right?)
- ★ How can you put your left heel on the paper plate? Both heels? All your toes?
- ★ How can you put your back on the paper plate? Your chest? Your right side?
- ★ How can you put your right wrist on the paper plate? Your right fingers? Your left forearm?
- ★ How can you put both calves on the paper plate? Your shins? One knee? Which knee is not on the paper plate? (Left or right?)

2. Objective

Student will demonstrate ability to hold the paper plate between two specific body parts and understanding of the *same* and *opposite* sides of the body.

- ★ How can you hold the paper plate using only your forehead and your right wrist?
- ★ How can you hold the paper plate using only your heels? Holding it this way, how can you move so it is above your stomach? Over your buttocks?
- ★ How can you hold the paper plate using your left ear and the fingers from the opposite side of your body? Now, how can you hold it with your right ear and the fingers from the same side of your body?
- ★ How can you hold the paper plate using only one shoulder? Which shoulder did you choose to hold the plate with? (Left or right?)
- ★ How can you hold the paper plate using only your left calf and right shin? Is one leg under or behind the other? (Yes.) Which one? (Right.)
- ★ How can you hold the paper plate using only your left heel and a knee? Which knee is holding the paper plate? (Right.)
- ★ How can you hold the paper plate using only your elbows? Your thumbs? Two fingers from the same hand? Your wrists?

3. Objective

Student will demonstrate ability to move the paper plate in relation to specific body parts while responding to challenges of position.

- ★ How can you move the paper plate so it is above your left knee? Above your right foot?
- ★ How can you move the paper plate so it is in front of your chest? In back of your neck? In back of your left shoulder?

- ★ How can you move the paper plate so it is beside your right ear? Under your chin? Under your left leg?
- ★ How can you move the paper plate so it is over your left foot and under your right foot?
- ★ How can you move the paper plate so it is in front of your knees? Behind your right calf?
- ★ How can you move the paper plate around your right leg?
- ★ How can you hold the paper plate so it is on your left shoulder and under your left ear?
- ★ How can you hold the paper plate so it is under your nose and over your left foot?
- ★ How can you hold the paper plate so it is between your knees and under your forehead?
- ★ How can you hold the paper plate so it is over your left toes and under your right thumb?
- ★ How can you move the paper plate so it is around your left forearm and over your right leg?
- ★ How can you move the paper plate so it is around your right hand and behind your back?
- ★ How can you hold the paper plate so it is between your hips and left hand. How can you hold the paper plate so it is between your chest and right wrist?

4. Objective

Student will demonstrate ability to balance on one to six body parts and position the plate in response to challenges of position.

- ★ How can you balance with one body part on the paper plate and three body parts on the floor?
- ★ How can you balance with just one body part on the paper plate?
- ★ How can you balance with one body part on the paper plate and one other body part on the floor?
- ★ How can you balance with five body parts on the floor with the paper plate behind you?
- ★ How can you balance with four body parts on the floor with the paper plate under you?
- ★ How can you balance with three body parts on the floor with the paper plate over you?
- ★ How can you balance on the paper plate?
- ★ How many different body parts can you get on your paper plate at once while balancing on it?
- ★ How many different body parts can you get on your paper plate at once while holding it in your lap?
- ★ How many different body parts can you get under your paper plate while you are standing?

5. Objective

Student will demonstrate ability to connect three specific body parts.

Please put your paper plate on the floor behind you.

- ★ How can you connect your nose, left knee, and right thumb at one time?
- ★ How can you connect your left forearm, right foot, and left heel at one time?
- ★ How can you connect your right hip, left wrist, and right heel at one time?
- ★ How can you connect your left hand, right shin, and left ankle at one time?
- ★ How can you connect your chest, left knee, and one finger at one time? Which thumb is closest to your chest now? (Left or right?)
- ★ How can you connect your neck, right toes, and left forearm at one time?
- ★ How can you connect your forehead, one ankle, and one heel at one time? Which ankle is touching your forehead now? (Left or right?)
- ★ How can you connect your left ear, left calf, and right wrist at one time?

6. Objective

Student will demonstrate ability to move through space with the paper plate in response to challenges of direction, locomotion, position, and quality of motion.

- ★ How rapidly can you stand up while balancing the paper plate on your head?
- ★ How slowly can you sit down while balancing the paper plate on your head?
- ★ How can you balance the paper plate on three fingers of the same hand?
- ★ How can you balance the paper plate on two fingers, one from each hand?
- ★ How can you balance the paper plate on one finger while sitting down? While standing up? Was it easier while standing or sitting?
- ★ How can you move forward while balancing the paper plate on one finger?
- ★ How can you jump backward while holding the paper plate between your elbows? What other pairs of body parts can you hold the paper plate between while you are jumping? (Thumbs, wrists, ankles, knees, thighs, legs.)
- ★ How can you hop over your paper plate six times going only forward? Going only backward? Going only sideways? Do you have to turn around when you go sideways? Why not?
- ★ How can you skip around your paper plate?

Final Challenge**Objective**

Student will demonstrate ability to change the shape of the paper plate in response to challenges of imagination.

- ★ How can you change the shape of your paper plate so it has one corner? Two corners? Three corners? Now what can you do so your paper plate has no corners?
- ★ With your paper plate in its own shape, hold it above your head with its bottom facing the floor. Now let it drop. How can you change the shape of the plate so it falls faster to the floor? Why does the different shape let it fall faster?

INITIALS

Preparation

Ask the students to take off their shoes. Give the students construction paper cut-outs of the initials of their first names.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body by balancing the initial on these parts.

- ★ How can you put the letter on your neck? On your right shin?
- ★ How can you balance the letter on your left shoulder? On your right forearm? Which hand did you use to move the letter from your shoulder to your forearm? (Left or right?)
- ★ How can you put the letter on your buttocks? On your chest? On your left calf?
- ★ How can you balance the letter on your nose? On the top of your right foot? On your left knee?
- ★ How can you put the letter on your forehead? On your right ear? On your chin?
- ★ How can you put the letter on your right hip? Your left thigh? On your waist?

2. Objective

Student will demonstrate ability to move through space with the letter in response to challenges of direction, position, locomotion, quality of motion, and imagination.

- ★ How can you skip forward while keeping the letter in back of you?
- ★ How fast can you tiptoe backward while keeping the letter in front of you?
- ★ How slowly can you put the letter on the floor beside you?
- ★ How can you hop over the letter on your left foot? On your right foot? Which foot is better for you to hop on?
- ★ How can you move like a robot while going around your letter?
- ★ How would you move over your letter if you were a kangaroo?
- ★ How quickly can you pick up your letter using only your thumbs and put it on your head?
- ★ How can you walk forward on your heels while balancing the letter on your head?
- ★ How can you tiptoe back to your chair (space) while balancing the letter on your head?
- ★ How can you catch your letter when it falls off your head as you tip it forward?
- ★ How can you catch your letter when it falls off your head as you tip your head to your right? Now to your left? Now backward? Were you able to catch the letter each time?
- ★ Hold the letter above your head. How can you drop it and clap two times before catching the letter?

- ★ Again hold the letter above your head. How can you drop the letter and turn around once before catching it? Can you touch your knees before catching it? Can you do a jumping jack before catching it? Can you touch the floor with your right hand before catching the letter?
- ★ What other stunts can you do between the time you let go of the letter and catch it again? (Let the students practice individually, showing you as they accomplish a movement.)

3. Objective

Student will demonstrate ability to move the letter in relationship to specific body parts while responding to challenges of position.

- ★ How can you hold the letter in front of your left eye? Behind your right knee?
- ★ How can you hold the letter above your right foot? Under your left forearm?
- ★ How can you move the letter around your waist? Around your left thigh? Around your right forearm?
- ★ How can you hold the letter between your elbows? Between your ankles? Between your heels?
- ★ How can you hold the letter beside your left elbow? Which hand is holding the letter? (Right.)
- ★ How can you put the letter as far from your left foot as possible and still be touching it with some part of your body?
- ★ How close can you put the letter to your chest without putting it on your chest?
- ★ How can you move the letter over your shins? Over your thighs? Over your calves?
- ★ How can you put the letter in back of your right heel?
- ★ How can you put the letter in front of your left hand?

4. Objective

Student will demonstrate ability to hold the letter between two specific body parts.

- ★ How can you hold the letter using only your foot and right knee? Which foot did you choose to use? (Left.)
- ★ How can you hold the letter using only your left elbow and a thigh?
- ★ How can you hold the letter using only your right thumb and a forearm? Which forearm are you using? (Left.)
- ★ How can you hold the letter using only your left hip and left wrist? Right elbow and right hip?
- ★ How can you hold the letter using only your nose and toes?

5. Objective

Student will demonstrate ability to hold the letter with two body parts in response to challenges of position.

- ★ How can you hold the letter so your right hand is over it and your chin is under it?
- ★ How can you hold the letter so it is between your left knee and right foot?
- ★ How can you hold the letter so it is behind your right calf and in front of your left shin?
- ★ How can you hold the letter so it is under your right wrist and above your left shoulder?
- ★ How can you move the letter around your right foot while keeping it above your left leg?
- ★ How can you hold the letter so it is beside your left knee and above your right wrist?
- ★ How can you hold the letter so it is under your back and over your left wrist?

6. Objective

Student will demonstrate ability to isolate and control movement of specific body parts.

Place the letter under you. I will challenge you to move only one, two, or three body parts. Try to keep the rest of your body still.

- ★ How can you move just your right thumb? How can you bend only your left knee and right elbow? How can you swing just your left arm?
- ★ How can you blink your eyes? How can you close just your left eye?
- ★ How can you tip your head to the right and bend just your right knee?
- ★ How can you move just your forehead? Just your stomach? Just your lips?
- ★ How can you move just your left toes and the fingers on the opposite side of your body?
- ★ How can you move just your ears? Just your chin?
- ★ How slowly can you move all of your body at once? How can you twist it? Jerk it? Turn it? Jiggle it? Sway it? Bend it? Stiffen it? Curve your whole body? Relax it?
- ★ Look at your letter. How can you make your fingers into the same shape as your letter? How can you make your whole body into that same shape?

Final Challenge**Objective**

Student will demonstrate ability to change the shape of both letter and body to meet the challenge.

- ★ Pick your letter up now. How many different letters can you make your letter into by bending it? How many of these letters can you also make with your body?

GROCERY SACKS—PARTNERS

Preparation

Ask the students to take off their shoes. Give each pair of students one large paper grocery sack (brown bag). Have a trash container available for the Final Challenge.

1. Objective

Students will demonstrate their ability to identify specific body parts, body surfaces, and left and right sides.

- ★ How can each of you put your right knee on the sack? Your right heel? Your right elbow?
- ★ How can each of you put your left thumb on the sack? Your left ear? Your left wrist?
- ★ How can each of you put your right side on the sack? Now your left side? Your back? Your front?
- ★ How can each of you put your calves on the sack? Your toes?
- ★ How can each of you put the outside surfaces of your feet on the sack? Now the inside surfaces?
- ★ How can each of you put one forearm on the sack? The back of your head? Now the front of your head? What is the front of your head called? (Face.)
- ★ How can each of you put one shoulder on the sack? Your forehead? Now your buttocks?

2. Objective

Students will demonstrate ability to cooperatively move the sack in relation to their bodies while responding to challenges of position.

- ★ How can you move the sack around both of you?
- ★ How can you move the sack so it is behind both of you? In front of both of you? Now beside both of you?
- ★ How can you both move the sack so it is over your feet? Under your legs? Beside your heads?
- ★ How can you move the sack so it is on top of your heads? Now behind your heads?
- ★ How can you move the sack so it is between your backs? Between your arms? Between your hands?
- ★ How can you move the sack so it is under your legs? Now on your legs? Above your legs? In front of your legs? Behind them? Now going around your legs? Now in front of your legs?

3. Objective

Students will demonstrate ability to cooperatively move through space with the sack in response to challenges of locomotion and direction.

For these next challenges, leave your sack on the floor and constantly maintain physical contact with your partner.

- ★ How can you both jump forward? Sideways? Backward?
- ★ How can you both tiptoe so one of you is going forward and one of you is going backward?
- ★ How can one of you walk forward and the other hop forward?
- ★ How can one of you gallop forward and the other run backward?
- ★ How can you both move sideways while keeping your backs connected?
- ★ How can you both jump backward while keeping connected at your sides?
- ★ While keeping connected, how can one of you jog forward and one of you jog backward?
- ★ How can one of you walk forward and one of you walk backward without looking at each other?
- ★ How can you each skip forward while being connected at your sides? Now show me another way you can do this (same or opposite sides joined).

4. Objective

Students will demonstrate ability to position specific body parts in relation to the sack while responding to challenges of position.

Using your sack again,

- ★ How can one of you put your hands in the sack and the other one put your hands under the sack?
- ★ How can one of you hold the sack between your feet and the other one put your feet above the sack?
- ★ How can one of you put your head under the sack and the other one put your head on the sack?
- ★ How can one of you put your heels in front of the sack and the other one put your ears behind the sack?
- ★ How can one of you put your knees beside the sack and the other one put your feet inside the sack?
- ★ How can one of you get under the sack and the other one put your elbows on the sack?
- ★ How can one of you move around the sack while the other one moves over the sack?
- ★ How can one of you stand near the sack while the other one is far away from your sack? Now trade places. If you are far away from your sack, raise your right arm. If you are near your sack, squat down.

5. Objective

Students will demonstrate ability to move cooperatively in three- and four-step challenges.

- ★ While both of you are holding the sack with one hand, how can you both jump three times, then lie down and hold the sack over your stomachs?
- ★ While keeping the sack on your heads, how can you both tiptoe backward five steps, then connect your elbows and squat down?
- ★ While keeping the sack on the floor, how can you each move around it once, jump over it once, and then sit down with the sack behind both of you?

6. Objective

Students will demonstrate their ability to cooperatively change the shape of the sack and to make that shape with their bodies.

- ★ How can you make your sack into a rectangle? How can you use both your bodies to make a rectangle?
- ★ How can you make your sack into a larger (or smaller) rectangle? How can you each walk on the edge of your rectangle?
- ★ How can you make your sack into a tube? What parts of your body are shaped like a tube? (Arms, fingers, legs.) How can you both connect your bodies to make a tube?
- ★ How can you make your sack into a square? How can you use just your legs to make a square? Just your arms? Your hands?
- ★ How can you make your sack into a ball? How can you each get into the shape of a ball? How can you roll while in the shape of a ball?

Final Challenge

Objective

Students will demonstrate their ability to cooperatively move the sack with their feet.

- ★ How can you kick the ball back and forth between you and your partner? Continue to kick the ball between you and your partner as you move to this trash can. When you reach the trash can, how can you get the sack into it using just your feet?

Ownership is all important! If you really own what you've got, nobody but nobody can take it away from you! Knowing your assets and owning them will make you feel less fragile, less vulnerable and so much freer and healthier in relating to Man.

(Rubin 1967)

RULERS

Preparation

Ask the students to take off their shoes. Give each student a 12" ruler. Ask the students to be exact when they measure or to measure to the closest inch. Many of the responses are dependent on previous measurements.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body, to balance the ruler on these body parts, and to measure parts of the body.

- ★ How can you use the ruler to measure the length of your left thumb? Is it longer, shorter, or the same length as your right thumb? How can you balance the ruler on one thumb? Which thumb is not in contact with the ruler? (Left or right?)
- ★ How can you put the ruler on your right ankle? On your left shin? On your left elbow?
- ★ How can you measure the length of your right forearm? How long is it? How can you balance the ruler on just your left forearm?
- ★ How can you balance the ruler on your chin? On your neck? Your forehead? Your left ear?
- ★ How can you measure the length of your left foot? How long is it? How long is your right foot?
- ★ How can you balance the ruler on both of your heels? On your stomach? On your chest? On one shoulder? Which shoulder is not in contact with the ruler? (Left or right?)
- ★ How long is it from your right elbow to your right shoulder? Now, how long is it from your right knee to your right ankle? Which distance is longer: the one on your leg or the one on your arm?

2. Objective

Student will demonstrate ability to move the ruler in relation to the body or to specific body parts while responding to challenges of position.

- ★ How can you move the ruler around your body? Around your head?
- ★ How can you move the ruler around your left leg while holding it with just your right hand? Can you still do it if your left foot stays on the floor?
- ★ How can you hold the ruler beside you? Which side of your body is the ruler closest to? (Left or right?) Which side of your body is farthest from the ruler?
- ★ How can you put the ruler between your thighs? Between your wrists? Between your elbows?
- ★ How can you put the ruler under your chest? Under your left leg? Under your right arm?
- ★ How can you hold the ruler over your left shoulder? Over your buttocks? Over your right ankle?
- ★ How can you put the ruler behind your left foot? Under your right knee? Above your head? On your neck? Between your thumbs? In front of your face? In front of your left toes? Under your right foot?

3. Objective

Student will demonstrate ability to hold the ruler between two specific body parts.

- ★ How can you hold the ruler using only your chin and left wrist?
- ★ How can you hold the ruler using only your right ear and a thumb? Which thumb is holding the ruler? (Left or right?)
- ★ How can you hold the ruler using only a heel and your right toes? Which heel is not touching the ruler? (Right.)
- ★ How can you hold the ruler using only a knee and your right calf? Which knee is holding the ruler? (Left.)
- ★ How can you hold the ruler using only two fingers from the same hand? Now, using two fingers, each from a different hand?
- ★ How can you hold the ruler using only your right elbow and a knee? Can you use either knee? (Yes.) Now try it with the left knee and your right elbow. Now with your right knee and right elbow.

4. Objective

Student will demonstrate ability to move the whole body or specific body parts in relation to the ruler while responding to challenges of position, direction, and locomotion.

For these next few challenges, please hold the ruler vertically (up and down) with one end on the floor and your right hand holding the top end.

- ★ How can you walk around your ruler going forward? Going backward? Going sideways? Which side of your body was leading? (Left or right?)
- ★ How can you stand so the ruler is next to your right foot? Now next to your left foot?
- ★ How can you move so you are in front of your ruler? Behind it?
- ★ How can you move so your feet are as far away as possible from the ruler while keeping the ruler vertical?
- ★ How can you move so the ruler is between your feet? Between your thighs? Between your left thumb and left fingers?
- ★ How can you move so your heels are touching the ruler?
- ★ How can you move so your left ankle and right toes are next to the ruler?
- ★ How can you move so your head is above the ruler and your left knee is next to it?
- ★ How can you move so your right shoulder is over the ruler and the ruler is between your knees?
- ★ How can you move so your left wrist is next to the ruler and your chest is above it?
- ★ How can you move so part of your waist is next to the ruler and a foot is above it? Which foot did you choose to put above the ruler? (Left or right?)

Now please put the ruler horizontal (lay it flat) on the floor.

- ★ How can you move quickly over the ruler five times?
- ★ How can you dance around the ruler?
- ★ How can you move so you are between that clock and the ruler?

- ★ How can you move so the ruler is under you? Under just one leg? Which leg is the ruler under? (Left or right?)
- ★ How can you move so the ruler is between you and me?
- ★ How can you hop over the ruler several times?
- ★ How can you jump over the ruler a few times while clapping your hands?
- ★ How can you jump over the ruler and touch both knees while you are in midair?
- ★ How can you jump over the ruler and turn while you are in midair? Can you turn a quarter turn? A half turn? A complete turn?

5. Objective

Student will demonstrate ability to locate the left and right sides of the body and the surfaces and sides of the ruler.

Place your ruler on your desk (table or chair).

- ★ How can you put your right hand on the right end of the ruler and your left hand on the left end of the ruler?
- ★ How can you put just your right hand on the left end of the ruler?
- ★ How can you make your right thumb touch the top of your ruler?
- ★ How can you make your chin touch the right end of your ruler?
- ★ How can you put your left ear on the left end of the ruler?

Final Challenge

Objective

Student will demonstrate understanding of pairs of body parts.

- ★ How many different pairs of the same body part can you use to hold your ruler? (Elbows, wrists, thumbs, fingers, feet, ankles, knees, thighs.)



HATS

Preparation

Ask the students to take off their shoes. Give each student a hat (stocking hat, baseball cap, cowboy hat).

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body and to balance or hang the hat on these parts.

- ★ How can you put the hat on your head? How can you put the hat on your left shoulder?
- ★ How can you put the hat on your right knee? How can you move it to your left knee without using your hands?
- ★ How can you balance the hat on your back? On your chest?
- ★ How can you put the hat on your left foot? On your left shin? On your right calf?
- ★ How can you balance it on your left thigh? Balance it on your buttocks? Balance it on your right forearm?
- ★ How can you hang the hat from your left thumb? Hang it from your left shoulder? From your right ear?

2. Objective

Student will demonstrate ability to move the hat in relation to the body and specific body parts while responding to challenges of position.

- ★ How can you move the hat around your waist?
- ★ How can you hold the hat in front of you without using your hands?
- ★ How can you put the hat beside you? Which side of your body is the hat near? (Left or right?)
- ★ How can you put the hat behind you? Over you?
- ★ How can you put the hat over your legs? Under your knees?
- ★ How can you put the hat next to your left knee? On your right shoulder? Under your left wrist? Above your left foot?

3. Objective

Student will demonstrate ability to hold the hat with two specific body parts in response to challenges of position.

- ★ How can you put the hat so it is under your left foot and also over your right hand?
- ★ How can you move the hat around your left arm while it is under your chin?
- ★ How can you hold the hat between your left ear and right knee? Between your left foot and a shin? Which shin is touching the hat? (Right.)
- ★ How can you put the hat beside your right ankle and also under your left heel?
- ★ How can you put the hat in front of your left knee and also behind one foot? Which foot is the hat behind? (Right.)

- ★ How can you put the hat between your thighs and over your left thumb at the same time?
- ★ How can you move the hat around your right leg while keeping both feet above it?
- ★ How can you put your left elbow on the hat and a thumb in the hat at the same time?
- ★ How many different body parts can you put in your hat? Can you name them? (Head, hair, thumb, finger, hand, foot, heel, knee, chin.) How many of these body parts can you put inside your hat at once?

4. Objective

Student will demonstrate ability to connect three or four specific body parts and move specific body parts in response to challenges of position.

Please leave your hat beside you for these next few challenges.

- ★ How can you put your nose, a knee, and a wrist together at the same time?
- ★ How can you put both feet above your head and your right hand next to your head all at once?
- ★ How can you put your left heel under your buttocks and your elbows on your thighs all at once?
- ★ How can you move your left hand around your head while your right hand pats your left knee?
- ★ How can you put your heels together and put your left wrist on your right ankle at the same time?

5. Objective

Student will demonstrate ability to move through space with the hat in response to challenges of direction, position, and locomotion.

Please pick up your hat.

- ★ How can you balance the hat upside-down on your head while you tiptoe backward?
- ★ How can you turn around while keeping the hat under your chin?
- ★ How can you jog in place while tossing your hat and catching it with both hands? With only one hand?
- ★ How can you move forward while your hat is moving around your legs? Around one leg?
- ★ How can you slide to the left while keeping your hat behind you?
- ★ How can you jump to the right while keeping the hat between your elbows?
- ★ How can you move backward on your heels while keeping the hat in front of you?
- ★ How can you move over your hat without putting it on the floor?
- ★ How can you move forward and stay under your hat? Is there another way that you can move doing this? And still another way? (Walking, running, hopping, crawling, creeping.)
- ★ How can you move backward while moving your hat with just your left heel?
- ★ How can you move your hat forward using just your right toes?
- ★ How many different pairs of the same body part can you use to pick up your hat? (Hands, elbows, thumbs, heels.)

6. Objective

Student will demonstrate ability to move in response to a three-step challenge.

- ★ How can you put your hat on the floor in back of you, skip forward five steps, and then put your left elbow on the floor?
- ★ How can you jump to your hat, pick it up using just your elbows, and then put it on your right foot?
- ★ How can you hold the hat on a shoulder, tiptoe backwards five steps, and then sit on your hat?
- ★ How can you pick up your hat using just your knees, jump in place five times with the hat between your knees, and then toss and catch it five times?
- ★ How can you put the hat on your head, quickly touch that door over there, and then carry the hat under your arm back to your desk (space, chair)?
- ★ How can you move the hat around your body while you go around your chair five times, and then sit down with your hat under your feet?
- ★ How can you pick up the hat with your feet, lift it above your head using your feet, drop it, and catch it with your hands? (Repeat the picking-up sequence three or four times, asking students to catch the hat with their right hands then with their left hands.)
- ★ How can you roll the hat forward, jump over it two times, then put it on your shoulder and sit down?
- ★ How can you hold the hat between your ear and a shoulder, let it fall to the ground, and pick it up using just two thumbs?

Final Challenge**Objective**

Student will demonstrate ability to move the hat without using hands.

- ★ How can you put your hat away without using your hands? Which body part did you use?



CEREAL BOXES

Preparation

Ask the students to take off their shoes. Remove the plastic or paper liners from empty cereal boxes. Give each student a cereal box.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body, and to hold the cereal box on these body parts.

- ★ How can you balance the box on your shins? On your knees? How can you hold the box on your left shoulder? On your nose? On your right elbow?
- ★ How can you balance the box on your forearms? On your wrists? On your stomach? Back? Chest?
- ★ How can you hold the box on your left hip? On your right side? On your left heel?
- ★ How can you balance the box on your right ear? What other body parts is the box touching?
- ★ How can you hold the box using only your thumbs? Using only one foot? Using only your knees? Elbows? Wrists? One finger from each hand?

2. Objective

Student will demonstrate ability to move the body or specific body parts in relation to the cereal box while responding to challenges of position, and to locate the left and right sides of the box.

Please stand the cereal box up on the floor with the open side up. You will need to leave it there for these challenges.

- ★ How can you put your body in front of the box? Behind it? How can you stand with just one hand above it?
- ★ How can you move so the box is under your left ear?
- ★ How can you stand on the left side of the box? The right side? When you are standing on the right side of your box, which side of your body is closest to the box?
- ★ How can you move around the box while staying shorter than it is?
- ★ How can you put your left elbow inside the box? How many other body parts can you name that you can put inside your box?
- ★ How can you stand in back of your box? On the left side of it? Which side of your body is closest to the box now?
- ★ How can you move over your box?
- ★ How can you move so your box is between you and that door? Between you and me? Between you and that clock?
- ★ How can you move so you are between your box and that flag? Between your box and that picture? Between your box and your chair?
- ★ How can you move around your box with your front side always facing the box?
- ★ How can you move around the box with the box always behind you?

3. Objective

Student will demonstrate ability to put two or three specific body parts on the box simultaneously.

- ★ How can you put just your chin, right thumb, and left wrist on the box?
- ★ How can you put just your forehead and toes on the box?
- ★ How can you put only your elbows and thumbs on the box?
- ★ How can you put just your left ear, left cheek, and right forearm on the box?
- ★ How can you put only your hair, left wrist, and right toes on the box?

4. Objective

Student will demonstrate ability to position specific body parts simultaneously in relation to the box while responding to challenges of position.

- ★ How can you put one hand inside the box and your right elbow on the box? Which thumb is inside the box? (Left.)
- ★ How can you hold the box so your left knee is under it and your right elbow is on it?
- ★ How can you hold the box so it is above your chest and under your left foot at the same time?
- ★ How can you hold the box so your left elbow is inside it and your right hand is above it?
- ★ How can you hold the box so your left foot is behind it and your right foot is next to it?
- ★ How can you hold the box so it is between your left shoulder and your right hand?
- ★ How can you make the box move around your head while one hand is inside it? Which hand did you choose to put inside the box? (Left or right?)
- ★ How can you put the box on top of your head and keep the rest of your body under it?
- ★ While the box is over your right shin, how can you put one foot inside it? Which foot did you choose to put inside the box? (Left.)
- ★ How can you move the box around your feet while you are lying down? Sitting? Standing?
- ★ How can you move the box around your left leg while keeping your stomach lower than the box?

5. Objective

Student will demonstrate ability to move in response to a three-step challenge.

- ★ How can you move around your box once, jump over it once, and then balance it on your head?
- ★ How can you pick up your box using only your elbows, carry it once around your chair, and then put both hands inside it?
- ★ How can you push the box forward three feet, touching it with just your elbows? How can you pick up the box with both hands inside it and then carry it this way while tiptoeing backward to your space?

- ★ How can you jump over your box three times, kick it forward once, and then sit down with the box behind you?
- ★ How can you hold your box between both hands above your head, drop it and catch it, and then lie down with the box on your stomach?
- ★ How can you balance the box on one hand, toss it up and catch it with the other hand, and then move into a position where your back is under the box?
- ★ How can you move backward around your box once, pick up the box with just your forearms, and then hold it in front of your knees with your forearms?

6. Objective

Student will demonstrate ability to locate left and right sides of the body, and the surfaces and left and right sides of the box.

Place your box on the floor in front of you.

- ★ How can you position your box so it is standing the tallest that it can?
- ★ How can you position your box so it is standing the shortest way it can? Is there a way to position your box so it is standing at a height between its tallest and shortest height?
- ★ How can you put your right hand on the right side of your box? On the left side of your box? On top of it? In front of it? Under it? Did your right hand touch all sides of the box? (No.) Which side didn't it touch? (Back.)
- ★ How can you put your head on the left side of your box?
- ★ How can you put your left foot on the right side of your box?
- ★ How can you put your right elbow on the front side of your box?
- ★ How can you put your nose on the back of your box?
- ★ How can you put your left hand on the back of the box and your right hand on the front of the box?
- ★ How can you put your right hand on the right side of the box and your left leg on the left side of the box?
- ★ How can you put your right foot on the left side of your box and your left foot on the right side? What happens to your legs? (They are crossed.)

Final Challenge

Objective

Student will demonstrate understanding of *inside* and *behind*.

- ★ How can you move forward with your right foot inside your box and the rest of your body behind it?

STICKS

Preparation

Ask the students to take off their shoes. Give each student a stick or dowel that is approximately three feet long.

1. Objective

Student will demonstrate ability to identify specific body parts.

- ★ How can you balance the stick on two fingers? On your forearm?
- ★ How can you put your right elbow on the stick? Just your left calf? Right shin?
- ★ How can you balance the stick on your knees? On your head? Back? Waist?
- ★ How can you put your nose on the stick? Your right heel? Your right hip? Left ankle?
- ★ How can you hold the stick using only one finger? One thumb? Can you use any other single body part to hold your stick? (Hand, leg, shoulder.)
- ★ How can you balance the stick on one forearm? On the back of one hand? On one foot?

2. Objective

Student will demonstrate ability to move through space with the stick in response to challenges of position, direction, and locomotion.

- ★ How can you move over your stick?
- ★ How can you move over your stick without letting it touch the ground?
- ★ How can you move around your stick without any part of your body touching it?
- ★ How can you move around your stick while you are holding one end of it?
- ★ How can you move so you are between that clock and your stick?
- ★ How can you move so the stick is between that door and you?
- ★ How can you go under your stick while holding it?
- ★ How can you go under your stick without holding it? When you go under your stick, is that the same as having your stick move over you?
- ★ How can you walk next to your stick? How can you walk on your stick?
- ★ How can you move so your stick is in front of you? Beside you? In back of you?
- ★ How can you move so you are in back of the stick?

For these next few challenges, you need to hold your stick vertically (up and down) in your right hand with the bottom end of the stick on the floor.

- ★ How can you move forward around your stick? Backward? What shape have you walked on the floor? (Circle.)
- ★ How can you move around your stick keeping it in front of you? Keeping it in back of you? To the side of you?
- ★ How can you move around your stick and walk the shape of a triangle on the floor? A square? A rectangle with two very long sides and two very short sides?

- ★ How can you go under your right arm while keeping the stick in this vertical position?
- ★ How can you jump around your stick? Hop? Skip? Gallop? Tiptoe?

Now you need to hold the stick in both hands so it is not up and down but parallel to the floor. Do not let go of it.

- ★ How can you put the stick in front of you? Behind you? (Remember not to let go of the stick!) To your left side? Right side?
- ★ How can you go back and forth over your stick?
- ★ How can you hold the stick in front of you, then step over it and continue to move it over your head until it is front of you again? How has the stick moved in relation to your body? (Moved around it.) How can you do this again? How can you move the stick around you, reversing the direction that you move the stick? (The stick will go back over your head, then you will step backward over it.) How can you do this again?
- ★ How can you turn around keeping the stick over your head?
- ★ How can you jog in place keeping the stick across both shoulders?

3. Objective

Student will demonstrate ability to move specific body parts simultaneously in relation to the stick while responding to challenges of position.

- ★ How can you hold the stick with one hand over it and one leg under it?
- ★ How can you balance the stick on your left shoulder while keeping it above your right wrist?
- ★ How can you move the stick around just your left leg? Around just your right thigh? Around your neck? Around just your waist? Around your whole body?
- ★ How can you hold the stick keeping your chest under it and your left knee above it?
- ★ How can you hold the stick keeping your right ankle under it and a heel above it? Which heel did you put above the stick? (Left.)
- ★ How can you roll the stick from the top of your head to your feet, having it touch the front of your body? How can you roll the stick down your body so it touches the back of your body? The right side?

4. Objective

Student will demonstrate ability to use various locomotor skills while moving through space in relation to the stick and responding to challenges of direction and position.

You need to leave your stick on the floor.

- ★ How can you balance next to your stick with only one part of your body touching the floor?
- ★ How can you walk forward on your stick? Backward?
- ★ How can you tiptoe around the edges of your stick? What shape have you walked? (Rectangle)

- ★ How can you make your body into the same shape as your stick? If your stick is straight, what would be the opposite shape? (Curvy.) Can you make your body into a curvy line?
- ★ How can you jump back and forth over your stick while always going sideways?
- ★ How can you hop back and forth over your stick while always facing me?
- ★ How low can you be while moving over your stick?
- ★ How can you stand at one end of your stick and jump to the other end in one jump? How can you do that again?
- ★ How can you stand at one end of your stick and jump to the other end while keeping your hands on your waist? Is it different to jump with your hands free or on your waist? (*Encourage discussion about arm movement in jumping.*)
- ★ How can you move forward on your stick keeping your arms wrapped around your body? Now, walk forward with your arms free. Is there any difference in your ability to balance while walking on the stick with your arms free or wrapped around your body? (*Encourage discussion about arm movement and balance.*)

Final Challenge

Objective

Student will demonstrate ability to use imagination.

- ★ What object can you pretend your stick is? (Fishing pole, cane, crutch, clothesline, tightrope, broom, piano, vacuum cleaner, leash on a walking dog.)



HARDCOVER BOOKS

Preparation

Ask the students to take off their shoes. Give each student a hardcover book.

1. Objective

Student will demonstrate ability to identify specific body parts.

- ★ How can you put just your shin on the book? Just your right ear? The back of your head?
- ★ How can you balance the book on your thighs? On your knees? On your back?
- ★ How can you put just your left elbow on your book? Just your left wrist? Both thumbs?
- ★ How can you balance the book on your chest? On your stomach? On one side of your body? Which side of your body did you choose to put the book on?
- ★ How can you put just your right calf on the book? Just your left hand? Just your left heel?

2. Objective

Student will demonstrate ability to move the body or specific body parts in relation to the book while responding to challenges of position or direction, and will identify the left and right sides of the body.

For this next group of challenges, please leave the book on the floor.

- ★ How can you stand beside your book? In front of it? In back of it?
- ★ How can you move around your book?
- ★ How far away from your book can you get and still be inside this room?
- ★ How can you move so you are next to your book?
- ★ How can you move so just your head is above the book? So just your left foot is above the book?
- ★ How can you move so your book is behind you? In front of you? Beside your left side?
- ★ How can you move your whole body over the book? How can you move just your right arm over the book?
- ★ How can you move so just your right hand is under the book? So just your right foot is under the book? Just your left knee is under the book? Which knee is not under the book? (Right.)
- ★ How can you move so you are kneeling between me and your book?
- ★ How can you move so your book is between you and that door?
- ★ How can you move so one thumb is inside your book? Which thumb did you choose to put inside? (Right or left?) What other parts of your body can you put inside your book? (Fingers, hand, toes, foot.)
- ★ How can you move just your left foot around your book?
- ★ How can you put just your right ankle under the book?
- ★ How can you put the book under just your left heel? Which foot is on or above the book? (Left.)

3. Objective

Student will demonstrate ability to balance on one to six body parts and place the book in response to challenges of position.

- ★ How can you balance with three body parts on the floor and just one body part on the book?
- ★ How can you balance with just two body parts touching the floor while keeping the book on your head?
- ★ How can you balance with just six body parts touching the floor while holding the book in one hand? Which hand is holding the book? (Left or right?)
- ★ How can you balance with four body parts touching the floor while keeping the book under one part of your body? Which body part did you choose to put the book under?
- ★ How can you balance with just one body part touching the floor while keeping the book balanced on your head?

4. Objective

Student will demonstrate ability to identify the left and right sides and surfaces of the book and the left and right sides of the body.

Place your book in front of you.

- ★ How can you put your right hand on the right side of the book? How can you put your left hand on the left side of the book?
- ★ How can you put your right foot on the left side of the book?
- ★ How can you put your head on the left side of the book?
- ★ How can you stand on your heels beside the left side of your book?
- ★ How can you stand on your toes on the right side of your book?
- ★ How can you lie on your stomach on the right side of your book?
- ★ How can you put your right hand on the left side of your book and your left hand on the right side of it?

5. Objective

Student will demonstrate ability to hold the book with two specific body parts in response to challenges of position.

- ★ How can you hold the book with one hand on it and one hand under it? How can you hold the book with one hand beside it while it is on your left knee?
- ★ How can you hold the book so your head is under it and your right thumb is on it?
- ★ How can you move the book around your left leg while it is also above your right knee?
- ★ How can you hold the book between your elbows? Between your ankles? Forearms? Can you think of any other pairs of body parts that you can hold the book between? (Thumbs, wrists, fingers, feet.)
- ★ How can you hold the book so it is on your left knee and also under a heel? Which heel is the book under? (Right.)
- ★ How can you put the book behind your left foot and in front of your right foot at the same time?

- ★ How can you put the book beside your left thigh and under your right hand at the same time?
- ★ How can you put the book on your left foot and on a shin at the same time? Which shin did you put the book on? (Right.)
- ★ How can you put the book under your chin and above your knees at the same time?
- ★ How can you hold the book in front of your right knee and beside your left knee at the same time?
- ★ How can you hold the book in front of your left eye and beside your right hand?

6. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

- ★ How can you walk once around your book, touch the floor with both hands, and then kneel on your book?
- ★ How can you carry the book on your right shoulder to touch that wall, then return to your space and jump once over the book?
- ★ How can you roll your body over the book, hop once around the book, and then stand with it balanced on your head?
- ★ How can you carry the book balanced on your back and touch my hand, then return to your space and sit on the book?
- ★ How can you first move the book around your waist; next, jump over it once; next, touch that door; and then stand over your book?

Final Challenge

Objective

Student will demonstrate ability to move the book using only elbows.

- ★ How can you pick up the book using just your elbows and lay it on top of your desk?

Self-esteem is not forged for all time, although once
established, it is not easily disturbed.

(Briggs 1975)

ROPES—PARTNERS

Preparation

Ask the students to take off their shoes. Give each pair of students a ten-foot length of rope or heavy yarn.

1. Objective

Student will demonstrate ability to identify body parts.

- ★ How can you put the rope (yarn) on both of your heads at once? On just your backs? On just your knees?
- ★ How can you put the rope on your calves? On your shins?
- ★ How can you put the rope on just your forearms? On all your shoulders?
- ★ How can you put the rope on your left arm? On your right feet? On your heels?
- ★ How can you put the rope on your ankles? On your left toes? On your thighs?
- ★ How can you put the rope on just your thumbs? On the backs of your hands? On your foreheads?

2. Objective

Student will demonstrate ability to connect specific body parts with those of a partner.

Please stretch your rope along the floor and both of you sit on it.

- ★ How can one of you put your elbows on your partner's shoulders?
- ★ How can one of you put your right hand on your partner's right foot?
- ★ How can one of you put your right foot on your partner's right shin?
- ★ How can one of you put your left calf on your partner's left knee?
- ★ How can one of you put your back on your partner's right side?
- ★ How can one of you put your head on your partner's left shoulder?
- ★ How can one of you put your nose on your partner's right shoulder?
- ★ How can you both connect your elbows? Your heels?
- ★ How can you both connect your backs? Your right sides? Now your left sides?
- ★ How can you both connect the backs of your heads? Your left ears? Your toes? Your knees?

3. Objective

Students will demonstrate ability to cooperatively position their bodies in relation to the rope while responding to challenges of position.

- ★ How can one of you get under the rope while the other is over it?
- ★ How can one of you move around the rope while the other's legs stay above the rope?
- ★ How can one of you put your arms around the rope while the other's feet are under the rope?
- ★ How can one of you stand beside the rope while the other one moves over the rope?
- ★ How can one of you put your chest over the rope while the other's chin is beside the rope?
- ★ How can one of you put the rope around your legs while the other's legs stay under the rope?
- ★ How can you hold the rope between your backs? Between your heads? Between your hips?
- ★ How can one of you put your nose on the rope while the other's left hand is under the rope?
- ★ How can one of you put the rope on top of your head while the other one puts the rope under the right heel?
- ★ How can you put the rope over one of you and under the other one?

4. Objective

Students will demonstrate ability to cooperatively balance together (remain in physical contact) on two to ten body parts.

Leave the rope behind you for these next challenges. I will be challenging you to balance with your partner. You and your partner must be touching during each balance.

- ★ How can you balance with your partner so you have a total of five body parts touching the floor? (Between the two students they need to have a *total* of five body parts touching the floor.)
- ★ How can you balance with your partner so you have a total of two body parts touching the floor?
- ★ How can you balance with your partner so you have a total of six *different* (no two are the same) body parts touching the floor?
- ★ How can you balance with your partner so you have a total of three pairs of body parts touching the floor? (Example: two feet, two heads, and two hands.)
- ★ How can you balance with your partner so you have a total of ten body parts touching the floor?
- ★ How can you balance with your partner so you have a total of six left-side body parts touching the floor? (Only parts from the left side of the body should contact the floor.)
- ★ How can you balance with your partner so you have a total of eight right-side body parts touching the floor?
- ★ How can you balance with your partner so you have a total of three *different* body parts touching the floor?

5. Objective

Students will demonstrate ability to cooperatively change the shape of the rope, to move in that shape, and to duplicate that shape with their bodies.

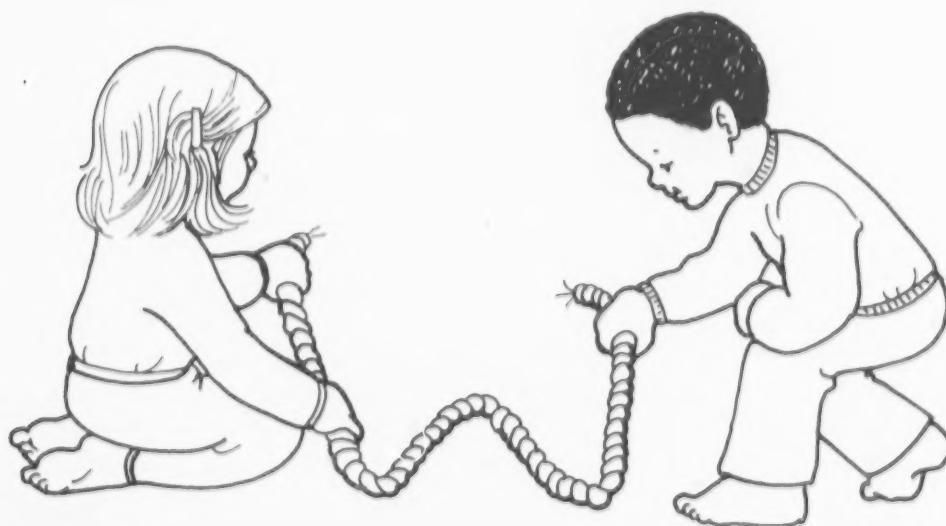
- ★ How can you make your rope into a straight line? How can you walk backward on the line? Sideways? One partner going forward and one going backward?
- ★ How can you make your rope in a straight line without letting it touch the floor? Is there more than one solution to this problem?
- ★ How can you make your rope into a circle? How can you put yourselves inside the circle? Now how can your bodies make a circle shape? Which circle is larger, the rope one or the circle your bodies make?
- ★ How can you make your rope into a rectangle? A square? A triangle? How can you each jump over the triangle? Around it? How can you use just your legs to make a triangle? Now just your arms?
- ★ How can you make your rope into an **L**? An **X**? How can you use both your bodies to make an **X**?
- ★ How can you make your rope into a **W**? How can you hop on the **W**? How can you use both your bodies to make a **W**?
- ★ What other letters can you make using your rope and your bodies? Are there any words you can write using your rope and your bodies? (*it, in, on, no, is*)

Final Challenge

Objective

Students will demonstrate their ability to move cooperatively while inside a rope circle.

- ★ How can you connect the ends of your rope? What shapes can you make with the rope now? How can you move over to me with both of you inside one of these shapes?



PAPER-PLATE RINGS

Preparation

Ask the students to take off their shoes. Give each student a paper-plate ring (an 8" paper plate with a hole, 6" in diameter, cut out of the middle). Have a trash container available for the Final Challenge.

1. Objective

Student will demonstrate ability to identify body parts.

- ★ How can you put your nose inside the ring?
- ★ How can you hang the ring on your left shoulder? Your left foot? Your left forearm?
- ★ How can you put your knee inside the ring? Which knee did you choose to put in the ring? (Left or right?)
- ★ How can you put all your fingers inside the ring? Just your right thumb? Just your right elbow?
- ★ How can you hang the ring on your left ear? Your chin? Your left wrist?
- ★ What body parts can you put inside your ring, one at a time? (Leg, foot, wrist, hand.)

2. Objective

Student will demonstrate ability to identify left and right body parts and to move the ring in relation to specific body parts while responding to challenges of position.

- ★ How can you spin the ring around your right arm? Around your right lower leg? Around your left forearm?
- ★ How can you move the ring so it is behind your head? Beside your head? Is there another solution to this problem? Which ear is closer to the ring?
- ★ How can you move the ring over your shoulders? Under one elbow? Under both legs?
- ★ How can you move the ring so it is between your thighs? Between your ankles? Between your wrists?
- ★ How can you move the ring so it is in front of your knees?
- ★ How can you move the ring around your waist? Above your left shoulder? Under your left foot? In back of your left leg?
- ★ How can you spin the ring around one hand? Around one finger? Which hand is farther away from the ring? (Left or right?)

3. Objective

Student will demonstrate ability to move through space with the ring in response to challenges of direction, position, locomotion, and quality of motion (adverbs).

- ★ How can you hop over your ring? Is there another solution to this problem?
- ★ How quickly can you move so you are under the ring?
- ★ How can you spin the ring around your arm while sliding sideways?
- ★ How can you skip around your ring?
- ★ How short can you be while moving around your ring? How tall?
- ★ How can you pick up your ring pretending that it is very heavy? Now very light?
- ★ How can you make your ring roll? Now, how can you make your ring roll and then stick a hand through it to pick it up?
- ★ How can you make your ring roll and then stick one foot through it to pick it up? The other foot? How can you make the ring spin around the foot that is holding it?
- ★ How can you hold the ring in a vertical position (up and down), toss it up, and then catch it with both hands? Now catch it with one hand? The other hand? Which hand do you like to catch it with? (Left or right?)
- ★ How can you hold the ring in a horizontal position (flat), toss it up, and catch it by putting both hands through the hole at the same time? How can you catch it with only one hand going through the hole? The other hand? Which hand do you like to catch it with now? (Left or right?)
- ★ How can you hold the ring in a horizontal position, toss it up, and catch it by putting one foot through the hole? Which foot do you like to catch it with? (Left or right?)
- ★ How can you use jerky movements while going backwards three steps?
- ★ How can you move forward three steps while shaking your ring?
- ★ How can you sneak forward three steps?

4. Objective

Student will demonstrate ability to hold the ring with two specific body parts in response to challenges of position.

- ★ How can you hold the ring so it is between your feet and over your head at the same time?
- ★ How can you move the ring so your right hand is inside it while the ring is also over your right foot? Is there another solution to this problem?
- ★ How can you move the ring so your back is under it and your right hand is above it at the same time?
- ★ How can you move the ring so each knee is beside it?
- ★ How can you move the ring so it is in front of your left hand and behind your left heel at the same time?
- ★ How can you move the ring so it is under an ear and on your left shoulder at the same time? Which ear is the ring under? (Left.)
- ★ How can you move the ring so it is under your right calf and over a shin at the same time? Which shin is under the ring? (Left.)

- ★ How can you move the ring around your left leg while it is also over a foot? Is there another solution to this problem?
- ★ How can you move the ring so it is beside one foot and under one calf?

5. Objective

Student will demonstrate ability to change the shape of the ring, to move in that shape, and to duplicate that shape with part(s) of the body.

- ★ How can you make your hands into the same shape as your ring? Your arms? What other part(s) of your body are you using to make the ring? (Hands, fingers, chest.)
- ★ How can you make your whole body into the same shape as the ring?
- ★ How can you tiptoe on the floor in the same shape as the ring? What shape is the ring? (Circle.)
- ★ How can you fold your ring in half? What shape is it now? (Letter C, crescent, half moon.) How can you make your body into this shape while standing? While lying down? While sitting? With your ring still in half, what objects can you pretend it is? (Telephone, bowl, comb, hat, boat.)

6. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

- ★ How can you spin the ring around your arm while tiptoeing to that wall, touch the wall with your head, and then quickly return to your space and sit down?
- ★ How can you slowly stand up, put the ring around one leg, jump in place five times, and then lie down with the ring on your stomach?
- ★ How can you toss the ring up, catch it with one hand, hang it from one shoulder, and then squat down?
- ★ How can you carry the ring on one finger while moving backward to that wall, touch the wall with your back, hop to your space, and then balance on one foot with the ring in front of you?

Final Challenge

Objective

Student will demonstrate ability to propel the ring through space to a specific location.

- ★ How can you "fly" your ring like a frisbee into the trash can?

The creative person is one who brings the new into being.

(Briggs 1975)

MASKING-TAPE LINE

Preparation

Ask the students to take off their shoes. For each student, apply a 20" line of masking tape to the floor. Have a trash container available for the Final Challenge.

1. Objective

Student will demonstrate ability to balance on the line and to identify specific body parts.

- ★ How can you put just one foot on the line? How can you balance on one foot on the line? How can you balance with your eyes closed? Does it make any difference to you as you balance whether your eyes are closed or open?
- ★ How can you balance with just one foot on the line while keeping your arms at your sides? While keeping your arms folded across your chest? While keeping your arms behind you? Is it easier to balance with your arms free or keeping them in one position? Why?
- ★ How can you put just your right knee on the line? Just your right thigh? Right hip?
- ★ How can you put only your stomach on the line? Only your back? Just the back of your head?
- ★ How can you put just your chin on the line? Just your forehead?
- ★ How can you put your left calf on the line? Just your left heel? Just your left ankle?
- ★ How can you stand on your toes on the line?
- ★ How can you stand on just your heels with both heels on the line?

2. Objective

Student will demonstrate ability to put two specific body parts on the line simultaneously and to balance on the line on these two body parts.

- ★ How can you put only your right hand and right foot on the line? How can you balance with just these two body parts on the line?
- ★ How can you put just your buttocks and one hand on the line? Which hand did you choose to put on the line? (Left or right?)
- ★ How can you balance on these two body parts on the line?
- ★ How can you put just your left hand and right foot on the line? How can you balance on these two body parts on the line?
- ★ How can you put your right heel and a calf on the line at the same time? Which calf did you choose to put on the line? (Left or right?) Keeping your right heel on the line, how can you change to the other calf?
- ★ How can you put both elbows and your chin on the line at the same time?
- ★ How can you put the backs of your hands on the line? Just your forearms?
- ★ How can you put your left side and right hand on the line? Your waist and a thumb? Your right side and left wrist?

3. Objective

Student will demonstrate ability to move the body in relation to the line while responding to challenges of direction, position, locomotion, and quality of motion.

- ★ How can you tiptoe on the line going only forward? Sideways? Backward? Which direction do you prefer to go? (Forward, backward, sideways?)
- ★ How can you move over the line? Which moving skill did you use to move over the line? (Step, hop, jump, roll?) How can you move over the line using a different moving skill?
- ★ How can you move around the line while keeping both hands on the floor? Is there another solution to this problem?
- ★ How can you move so the line is under you? In what position are you in relation to the line? (Over or above?)
- ★ How can you move so the line is between you and that door?
- ★ How can you move so you are between the line and your desk?
- ★ How can you jump over your line while going the shortest distance possible? Now how can you jump from one end of your line to the other? Did you also go over the line?
- ★ How can you stand so your right side is beside the line? Now your left side? How can you stand so your back is next to the line? Your front?
- ★ How can you squat on the line?
- ★ How can you shake your body as you move around the line?
- ★ How can you bend at the waist as you walk around the edge of your line? Is there another solution to this problem?
- ★ How quickly can you jump over your line always going forward?
- ★ How silently can you jump over your line always going sideways? Going backward? Did you need to turn around between each jump when you were always jumping backward? (Yes.) Why?

4. Objective

Student will demonstrate ability to balance on one to six body parts.

- ★ How can you balance on your line with just three body parts touching it? Is there another solution to this problem?
- ★ How can you balance on your line with only one body part touching it and three body parts touching the floor? Which body part did you choose to put on the line? How can you meet the same challenge with a different body part on the line?
- ★ How can you balance on your line with four body parts touching it?
- ★ How can you balance over your line with six body parts touching the floor?
- ★ How can you balance beside your line with three body parts touching the floor? How can you meet the same challenge with three different body parts touching the floor?
- ★ How can you balance on your line with only one body part touching it? How can you meet the same challenge on a different body part?

- ★ How can you balance on your line with as many body parts as you can fit on the line?
How many body parts did you place on the line?
- ★ How can you balance on the line with just two body parts touching it? How can you meet the same challenge with two *different* body parts on the line?

5. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

- ★ How can you jump from one end of your line to the other, skip to me and touch my hand, and then return to your line and sit on it?
- ★ How can you roll over your line, balance on one foot on your line to a count of five, and then squat on your line?
- ★ How can you walk backwards around your line once, hop over it five times, and then balance with just your back on the line?
- ★ How can you tiptoe from one end of your line to the other, stumble over to that wall and touch it with an elbow, and then sit on your line?
- ★ How can you move *over* your line once, move *around* it once, and then move so you are standing between your line and me?

Final Challenge

Objective

Student will demonstrate ability to follow a four-step challenge.

- ★ How can you peel your tape off the floor, wad it into a ball, then carry it to this trash can on one shoulder, and drop it in?



ENVELOPES

Preparation

Ask the students to take off their shoes. Give each student a legal-size (9" x 12") envelope. Have a trash container available for the Final Challenge.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

- ★ How can you balance the envelope on your right shin? On your right calf? On your left knee?
- ★ How can you put one elbow on the envelope? Which elbow is not touching the envelope? (Left or right?)
- ★ How can you balance the envelope on the bottom of your left foot? On your left shoulder? On your right forearm?
- ★ How can you put just your nose on the envelope? Just your forehead? Your chin? Your left ear? Your right thumb?

2. Objective

Student will demonstrate ability to identify the left and right sides of the body, to understand *same* and *opposite* sides of the body, and to hold the envelope between two specific body parts.

- ★ How can you hold the envelope between an elbow and a knee? Are both on the same side of your body?
- ★ How can you hold the envelope between a heel and a shin? Are the heel and shin on the same side of your body? (No.)
- ★ How can you hold the envelope between your right thumb and a finger from the opposite side of your body?
- ★ How can you hold the envelope between your ankles? Between your elbows? Between your forearms? Between your thighs?
- ★ How can you hold the envelope between two fingers from the same side of your body? Now between two fingers from opposite sides of your body? Is there another solution to this problem?
- ★ How can you hold the envelope between an elbow and a thigh from opposite sides of your body? Now an elbow and thigh from the same side of your body?
- ★ How can you hold the envelope between your left side and your right hand? Between your waist and right forearm? Between the backs of your hands?

3. Objective

Student will demonstrate ability to move the body or specific body parts in relation to the envelope while responding to challenges of position and direction.

You will need to leave the envelope on the floor for these next challenges.

- ★ How can you move around your envelope?
- ★ How can you stand in front of it? Beside it? On it?
- ★ How can you move over your envelope?
- ★ How can you move so you are between your envelope and that door?
- ★ How can you move so your envelope is in back of you? Where are you standing in relation to your envelope? (In front of it.)
- ★ How can you move so your envelope is between you and that clock? Between you and that flag? Between you and me?
- ★ How can you move around your envelope going only backwards? Sideways? Forward?
- ★ How can you move your left foot under your envelope?
- ★ How can you move your right hand above it? Your right ear?

4. Objective

Student will demonstrate ability to hold the envelope with two specific body parts in response to challenges of position.

- ★ How can you put your left thumb inside the envelope while moving your hand over it? Which hand is moving over the envelope? (Right.)
- ★ How can you put the envelope under your left hip and on your left hand at the same time?
- ★ How can you move the envelope around your right forearm while it is also over a knee? Which knee did you choose to put under the envelope? (Left or right?)
- ★ How can you push the envelope forward with your right thumb while keeping a hand in front of it as it moves? Which hand did you choose to put in front of it? (Left.)
- ★ How can you put your left toes inside the envelope while keeping an ankle above it? Which ankle is above the envelope? (Right.)
- ★ How can you put your right elbow inside the envelope while keeping a thigh under it? Which thigh did you choose to put under the envelope? (Left or right?)
- ★ How can you put the envelope on your chin while keeping it under your knees?
- ★ How can you put the envelope on your right shoulder while keeping it between your wrists? Where is the envelope in relation to your right elbow? (Above it.)

5. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

- ★ How can you balance the envelope on your head while tiptoeing to me, move your envelope around me once, and then return to your space carrying the envelope between your knees?
- ★ How can you roll over your envelope, jump over it three times, and then squat down with the envelope balanced on one shoulder?
- ★ How can you pick the envelope up with just your feet, lie on your back, and then drop the envelope to your stomach?
- ★ How can you move to that wall with the envelope balanced on your back, return to your space carrying it in one hand, and then balance on one foot with the envelope held above you?

6. Objective

Student will demonstrate ability to change the shape of the envelope, to move in that shape, and to duplicate that shape with part(s) of the body.

- ★ How many corners does your envelope have? (Four.) How can you change it to have three corners? How can you make your body into the same shape your envelope is now?
- ★ How can you change your envelope so it has five corners? How can you use your fingers and thumbs to make a shape having five corners?
- ★ How can you make your envelope into a straight line? Can you make your right arm into a straight line? Your left leg?
- ★ How can you make your envelope into a zigzag line? How can you walk in a zigzag line?
- ★ How can you make your envelope into a tube? How can you look through the tube with just one eye? Can you spy your right foot? Left knee? Right arm? Left ear?
- ★ How can you wad your envelope up into a ball? How can you toss and catch it using just one hand? The other hand?
- ★ How can you toss it up and move under it before it lands?
- ★ How can you toss it up and clap two times before catching it? Three times? Any more?
- ★ How can you toss it up and turn around once before catching it?
- ★ How would you move the envelope around using just your feet? Just your head? Just your elbows? Forearms? Heels?

Final Challenge**Objective**

Student will demonstrate ability to move the envelope using a knee and right forearm.

- ★ How can you pick up your envelope, still wadded up, using only a knee and your right forearm? How can you carry it between your knee and forearm over to this trash can and drop it in?

DRINKING STRAWS

Preparation

Ask the students to take off their shoes. Give each student a drinking straw.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

- ★ How can you balance the straw on your left shoulder? On your chin? On your forehead?
- ★ How can you balance the straw on your right shin? On your right thigh? On your left calf?
- ★ How can you balance the straw on the back of your left hand? In the palm of the other hand? Which hand is holding the straw now? (Right.)
- ★ How can you balance the straw on your nose? On one wrist? On one foot? Which foot is not holding the straw? (Left or right?)
- ★ How can you balance the straw on your chest? Your left side? Right side? Right forearm?

2. Objective

The student will demonstrate ability to pick up the straw between two specific body parts.

Begin each of the next challenges with your straw lying in front of you.

- ★ How can you pick up the straw using only your thumbs?
- ★ How can you pick up the straw using only your chin and one finger? Is there another solution to this problem?
- ★ How can you pick up the straw using only your toes?
- ★ How can you pick up the straw using only your left elbow and a little finger? Which little finger is touching the straw? (Right.)
- ★ How can you pick up your straw using only a heel and some toes? Are the heel and toes you used from the same side of your body? (No.)
- ★ How can you pick up the straw using only your nose and a thumb?
- ★ How can you pick up the straw using only one finger?

3. Objective

Student will demonstrate ability to move the straw in relation to the body and specific body parts while responding to challenges of position.

Keeping the straw in this position (held by one finger),

- ★ How can you put the straw in front of you? In back of you? Can you tell me specifically which body part(s) the straw is behind?
- ★ How can you move the straw between your ankles? Between your thighs?
- ★ How can you move the straw so it is over your left shoulder? Over your forehead? Over an elbow?
- ★ How can you move the straw around your head? How can you move it around another part of your body? Which body part(s) did you move it around? (Arm, foot, leg, nose, hand, wrist.)
- ★ How can you move the straw so it is next to your right side? Now next to your left side?
- ★ How can you move over the straw while still holding it with one finger? Is there another solution to this problem?
- ★ How can you move the straw over your body? Under your buttocks? Under one heel?

4. Objective

Student will demonstrate ability to move through space with the straw in response to challenges of direction, position, locomotion, and quality of motion (adverbs).

- ★ How can you hold the straw under your chin, without using your hands, while skipping forward?
- ★ How can you stumble back to your space while keeping the straw above your head?
- ★ How can you tiptoe around your straw?
- ★ How can you walk on your heels over your straw five times?
- ★ How silently can you move to get under your straw?
- ★ How can you hop keeping the straw in one hand? Which hand did you choose to hold the straw? Which foot did you choose to keep up? (Left or right.)
- ★ How can you gallop forward while keeping the straw behind you?
- ★ How can you slide sideways while keeping the straw between your forearms? Is there another solution to this problem?
- ★ How can you use jerky movements as you move back to your space?
- ★ How can you crawl over your straw?
- ★ How can you roll keeping the straw between your legs?
- ★ How can you use stiff movements while walking forward with your straw in your left hand?
- ★ How can you rush back to your space using very small steps?

5. Objective

Student will demonstrate ability to move in response to three- to five-step challenges.

- ★ How can you make your straw into a triangle, put it around your left thumb in this shape, walk in the shape of a triangle on the floor, and then sit down and make a triangle with your fingers?
- ★ How can you roll over twice, roll your straw back to your space, and then squat with the straw balanced on one shoulder?
- ★ How can you carry the straw between your knees over to that wall, touch the wall, and then slither back to your own space?
- ★ How can you jump over your straw five times, walk around it once, and then lie down on top of it?
- ★ Leaving your straw on the floor, how can you hurry to me going backwards, touch my back, then jiggle back to your space, and sit next to your straw?

6. Objective

Student will demonstrate ability to balance on one to six body parts and to identify body surfaces.

Leave your straw on the floor for a few minutes.

- ★ How can you balance with just two different body parts touching the floor?
- ★ How can you balance on just one body part? Can you balance on one different body part?
- ★ How can you balance with just your left side touching the floor?
- ★ How can you balance with three different body parts touching the floor? (No two may be the same. For example, not two feet or two hands.)
- ★ How can you balance with just two pairs of body parts (feet and hands, or elbows and knees, or feet and forearms) touching the floor? (A total of four body parts will touch the floor.)
- ★ How can you balance with just your front side touching the floor? Just your right side?
- ★ How can you balance with one foot and one hand from a different side of your body touching the floor? How can you balance if they are from the same side of your body?
- ★ How can you balance with six body parts touching the floor?
- ★ How can you balance with five body parts touching the floor?
- ★ How can you balance with four *different* body parts touching the floor? (No pairs of body parts may be used.)
- ★ How can you balance so your entire back is touching the floor? Can you name all the body parts that are touching the floor?

Final Challenge

Objective

Student will demonstrate ability to change the shape of the straw into a rectangle and to verbally identify a specific body part.

- ★ How can you make your straw into the same shape as that door, and then bring it to me balanced on one body part? (*As students bring you the straw, have them tell you specifically—left or right—which body part they balanced the rectangular straw on.*)

CONSTRUCTION PAPER

Preparation

Ask the students to take off their shoes. Give each student an 11" x 16" piece of construction paper. Have a trash container available for the Final Challenge.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

For this first set of challenges, please place your paper in front of you.

- ★ How can you put just your left elbow on the paper? Just your left hand? Left thumb?
- ★ How can you put just your right calf on the paper? Just your right shin? Right knee?
- ★ How can you put just one finger on the paper? Which hand is connected to the finger you put on the paper? (Left or right?)
- ★ How can you put just your right forearm on the paper? The backs of both hands? Just the palms of both hands? Don't use your fingers!
- ★ How can you put your left heel on the paper? Just your left ankle? All of your toes?

2. Objective

Student will demonstrate ability to identify left and right sides of the paper and move through space in relation to the paper while responding to challenges of position, direction, locomotion, and quality of motion (adverbs).

- ★ How can you stand behind your paper?
- ★ How can you stand on the right side of your paper? On the left side?
- ★ How can you stand so your paper is behind you? How would you describe your position in relation to the paper? (Standing in front of the paper.)
- ★ How can you quickly move around your paper? How slowly can you move around your paper going backwards?
- ★ How can you hop over the short width of your paper? (Talk about the rectangular shape of the paper and its short and wide width.) How can you hop again? Going backward? Sideways?
- ★ How can you keep your arms folded across your chest and jump over the long width of the paper? How can you jump over the long width of your paper keeping your arms free to move to help you jump forward? Was there a difference in your jumping when using these two arm positions? (*Encourage discussion about how swinging arms helps propel the body forward.*)
- ★ How can you slither under your paper?
- ★ How can you roll over it? You have rolled, hopped, and jumped over your paper. Are there any other moving skills you can use to move yourself over the paper? (Crawl, run, walk.)
- ★ How can you stand on the right side of your paper? Now how can you jump sideways over the paper? Which side of the paper are you now standing next to? (Left.) Which side of your body is closer to the paper? (Right.)
- ★ How can you walk sideways around the edge of your paper?

- ★ How can you stand so the paper is between you and me? How would you describe your position in relation to the paper? (Standing behind it.)
- ★ How far from your paper can you be and still stay inside this room? How silently can you move to a position where you are under your paper?
- ★ How can you pick up your paper pretending it weighs 600 pounds? Now, how can you pick up your paper pretending it's as light as a feather?
- ★ How can you drop your paper and turn around before it lands on the floor? Dropping it again, see how many times you can turn around before it lands on the floor. How many jumping jacks can you do before the paper lands on the floor?

3. Objective

Student will demonstrate ability to hold the paper with two specific body parts in response to challenges of position.

- ★ How can you hold the paper so one hand is under it and one hand is over it at the same time?
- ★ How can you hold the paper so your chest is behind it and your right wrist is in front of it at the same time?
- ★ How can you hold the paper so it is around one forearm and over your left knee at the same time? Is there another solution to this problem?
- ★ How can you hold the paper so it is around your right thigh and also over your other thigh? Which thigh is the paper over? (Left.)
- ★ How can you hold the paper so it is on your right shoulder and also under a forearm? Which forearm is on or over the paper? (Left or right?)
- ★ How can you hold the paper so your back is under it and your left thumb is above it?
- ★ How can you hold the paper so it is under your right heel and also on some toes? Which toes? (Left.)
- ★ How can you hold the paper so it is between your ankles and also over your stomach?

4. Objective

Student will demonstrate ability to change the shape of the paper, to move in that shape, and to duplicate that shape with part(s) of the body.

- ★ How many corners does your paper have? (Four.) How can you trace a rectangular shape on the floor with your hand? How can you walk on this rectangle? How can you make a rectangle using either your whole body or parts of it?
- ★ How can you fold your paper so it has three corners? What shape is it now? Can you find any other triangles in this room? How can you make a triangle using your whole body or parts of it?
- ★ How can you roll up your paper into a tube? How many corners does it have now? (None.) How can you look through your tube with just your left eye? How can you find the clock? Flag? Your feet? Now how can you look through your tube with just your right eye? How can you find a window? A door? Me? A friend?
- ★ How can you walk in this shape on the floor? How can you make this shape with your whole body or parts of it?
- ★ How can you fold your paper so it has six corners?

5. Objective

Student will demonstrate ability to move in response to a three- and four-step challenge.

- ★ How can you jump over your paper three times, run and touch that wall, and then return to your space and lie down beside your paper?
- ★ How can you use jerky movements to go around your paper once, pick up the paper using only your elbows, carry it forward three steps, and then lie down with the paper on your face?
- ★ How can you roll over your paper, skip around it, and then squat beside it?
- ★ How can you tiptoe over to me, touch my back, then rush back to your space and stand on your paper?
- ★ How can you stumble to that wall, return to your space going backwards, and then sit down under your paper?

Final Challenge**Objective**

Student will demonstrate ability to move the paper without using hands, fingers, or thumbs.

- ★ Without using your hands, fingers, or thumbs, how can you move your paper into this trash can?



BATH TOWELS—PARTNERS

Preparation

Ask the students to take off their shoes. Give each pair of students a bath towel or a similar size piece of fabric.

1. Objective

Students will demonstrate their ability to identify body parts.

- ★ How can the towel cover both pairs of feet? Now just your knees? Did you have to change the shape of the towel so it would cover just your knees? How? Why?
- ★ How can the towel cover both your heads? Both pairs of calves? Your chins? Your heels?
- ★ How can the towel cover your backs? Your stomachs? Just your chests? Now just your necks?
- ★ How can the towel cover your thighs? Your buttocks? Your legs? Arms? Now just your forearms?
- ★ How can the towel cover one shoulder from each of you? One elbow from each? One wrist? All of your ankles?

2. Objective

Students will demonstrate their ability to hold the towel between two specific body parts and to identify left and right sides.

- ★ How can you hold the towel between both pairs of thumbs? Now between both pairs of knees?
- ★ How can you hold the towel between both pairs of wrists? Between both pairs of ankles?
- ★ How can you hold the towel between both pairs of elbows? Between both pairs of forearms? Between both sets of toes? Both sets of fingers?
- ★ How can you hold the towel between your right arms? Between your right shoulders? Between your right hips?
- ★ How can you hold the towel between one partner's right foot and the other's right knee?
- ★ How can you hold the towel between one partner's left elbow and the other's back? How can you hold the towel between one partner's left foot and the other's left shoulder?
- ★ How can you hold the towel between one partner's back and the other's right ankle?
- ★ How can you hold the towel between both pairs of heels while keeping the towel off the floor?
- ★ How can you hold the towel between your right ears and have the towel touch the floor?
- ★ How can you hold the towel between your heads and also between both pairs of knees? How can you hold the towel between your heads and also between your buttocks?
- ★ How can you hold the towel between one partner's left heel and the other's right calf?

3. Objective

Students will demonstrate their ability to locate the left and right sides and surfaces of the towel and to cooperatively move in response to challenges of position.

Spread your towel out on the floor.

- ★ How can you stand behind it? Now on it?
- ★ How can you both move over the towel at the same time? How can you both move over the towel a different way?
- ★ How can you both stand in front of the towel? Beside it?
- ★ How can you both jump over the towel to the other side?
- ★ How can one partner stand on the towel while the other partner's legs are under it?
- ★ How can you both stand on the left edge of the towel? The right edge?
- ★ How can you each stand on the back edge of the towel? Now on the front edge of the towel?
- ★ How can one partner stand on the left edge of the towel and the other on the front edge?
- ★ How can one partner stand on the right edge of the towel and the other move around it?
- ★ How can one partner stand on the back edge of the towel and the other stand behind the towel? Are you both standing in the same place? Why?
- ★ How can one partner stand on the front edge of the towel and the other stand in front of the towel? Now are you both standing in the same place? Why?
- ★ How can one partner get on the top of the towel while the other one's body is over the towel?

4. Objective

Students will demonstrate their ability to cooperatively move in response to a series of three- to four-step challenges.

- ★ How can you both walk to that wall with the towel balanced on your heads, then put it between your backs and carry it back to your space, and then lie down on top of it?
- ★ How can Partner 1 roll up in the towel, then lie still, while Partner 2 jumps over Partner 1 three times, walks around Partner 1 three times, and then squats down beside Partner 1?
- ★ How can one partner sit on the towel while the other partner pulls the towel forward three steps, then both partners crawl around the towel twice, and finally both hide under the towel?
- ★ How can both partners jump over the towel three times, leap frog (squat-jumping over each other continuously) to that wall, return to your towel with your right sides connected, and then lie down on top of the towel?

5. Objective

Students will demonstrate their ability to cooperatively move in response to challenges of imagination.

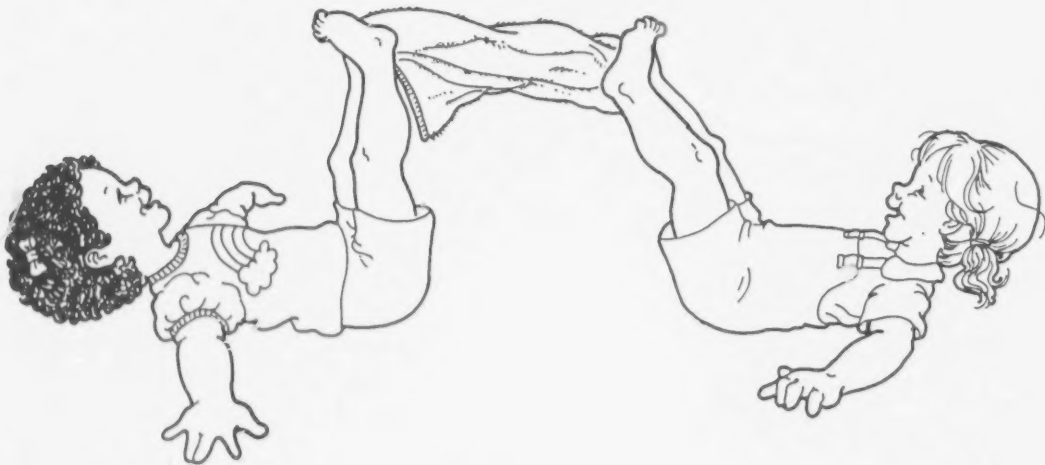
- ★ Pretending your towel is a red cape, how can you both dramatize a bullfight?
- ★ Pretending your towel is a tightrope, how can you both carefully move across it? Now, how can you do a balance stunt together on your tightrope?
- ★ Pretending your towel is a boat, how would you both float in it down the rapids?
- ★ Pretending your towel is a door, how would one of you open and close it with your partner's help?
- ★ Pretending your towel is the sail of a sailboat, how would one of you sail on a very windy day, with your partner's help?
- ★ Pretending your towel is a cave, how would both of you hide inside?
- ★ Pretending your towel is a very slick piece of ice, and one of you is a wheelbarrow being pushed by your partner, how would you move across the ice?
- ★ Pretending your towel is a patch of sticky tar and one of you is a dog being walked by your partner, how would you move across the tar?

Final Challenge

Objective

Students will demonstrate their ability to cooperatively move an imaginary heavy object.

- ★ Pretending your towel is a very heavy crate, how would you move it together to this location?



DESKS

Preparation

Ask the students to take off their shoes. Assign a desk to each student.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

- ★ How can you put just your chin on your desk? Just a heel? Which heel did you choose to put on your desk? (Left or right?)
- ★ How can you put just your left elbow on your desk? Just your left ear? Just your nose?
- ★ How can you put both thumbs on your desk? Your right side? Just your back?
- ★ How can you make just your left shoulder touch the desk? Just your right knee? Your right calf?
- ★ How can you make both ankles touch your desk? Both heels? Just your forehead?

2. Objective

Student will demonstrate ability to locate the left and right sides of the body and the left and right sides and surfaces of the desk.

- ★ How can you stand on the left side of your desk? Which side of your body is closest to the desk? (Right.) Which arm is farthest from your desk? (Left.)
- ★ How can you stand on the right side of your desk? Now which side of your body is farthest from the desk? (Right.)
- ★ How can you stand in back of your desk while facing it?
- ★ How can you put your left hand on the left side of your desk? How can you move your left hand so it is on the top of your desk?
- ★ How can you move your left hand to the right side of your desk? How can you move your left hand so it is touching the bottom of your desk?
- ★ How can you put your left foot on the right side of your desk?
- ★ How can you move your right foot to the left side of your desk?
- ★ How can you put your left hand on the back side of your desk? On the front side? On the top?
- ★ How can you put your right hand on the left side of the desk and also put your left hand on the right side of the desk?

3. Objective

Student will demonstrate ability to move the body in relation to the desk while responding to challenges of position and quality of motion.

- ★ How can you move so you are under the desk?
- ★ How can you stumble around the desk? Is there another solution to this problem?
- ★ How can you move so your desk is between you and me? How can you move so you are between me and your desk?
- ★ How can you move so you are on your desk?
- ★ How can you move over your desk? Is moving over your desk the same as moving above it?
- ★ How can you use jerky movements to get beside your desk?
- ★ How can you slither under your desk? How can you squat under your desk?
- ★ How slowly can you get far away from your desk while staying in this room?
- ★ Now how loudly (or silently) can you move so you are on your desk? Is there another solution to this problem?

4. Objective

Student will demonstrate ability to position specific body parts simultaneously in relation to the desk while responding to challenges of position.

- ★ How can you put any part of your body inside your desk? Which part(s) fit inside?
- ★ How can you put your left hand over your desk and also put your chin on your desk?
- ★ How can you put your left knee beside your desk and one foot under it at the same time? Which foot did you choose to put under your desk? (Left or right?)
- ★ How can you put one heel on your desk and one heel above it at the same time? Which heel did you choose to put on your desk? (Left or right?)
- ★ How can you put your left calf on the desk and also put one knee under it? Which knee is under the desk? (Right.)
- ★ How can you hold your right shoulder over the desk while moving one hand around it?
- ★ How can you walk around your desk while keeping your forehead above the desk?
- ★ How can you put one elbow in your desk while holding your right hand under the desk? Which elbow is in the desk? (Left or right?)
- ★ How can you place your feet between your desk and your head?
- ★ How can you move so the desk is between your arms?
- ★ How can you move so the desk is above one knee and also under your right foot? Which knee is the desk above? (Left.)

5. Objective

Student will demonstrate ability to move in response to three-and four-step challenges.

- ★ How can you move once around your desk, touch that wall, and then squat under your desk?
- ★ How can you jump in place three times, roll over your desk, and then sit beside it?
- ★ How can you crawl under your desk, hop around it once, and then stand in front of it?
- ★ How can you take very small steps over to me, touch my hand, then rush back to your desk and hide behind it?
- ★ How can you walk backward around your desk once, move over your desk, then move under it, and finally balance on one foot beside your desk? Which foot did you choose to balance? (Left or right?)

6. Objective

Student will demonstrate ability to move around the desk in response to challenges of locomotion and direction.

- ★ How can you slide around your desk?
- ★ How can you move around your desk going only forward? Going only backward?
- ★ How can you hop around your desk on your right foot? On your left foot?
- ★ How can you jump around your desk? Did you move forward or backward while jumping around your desk? How can you jump around it going only backward? Sideways?
- ★ How can you move around your desk with just your heels touching the floor? Just one foot and two hands touching the floor? Just your toes? With just your knees touching the floor? Just one hand and one foot?

Final Challenge**Objective**

Student will demonstrate ability to respond to a two-step challenge.

- ★ How can you creep under your desk and then sit in front of it?

PIECES OF YARN

Preparation

Ask the students to take off their shoes. Give each student a five-foot length of yarn.

1. Objective

Student will demonstrate ability to identify specific body parts and left and right sides of the body.

- ★ How can you put the yarn on just your chin?
- ★ How can you hang the yarn from your left ear? From your right knee?
- ★ How can you hold the yarn with one finger? One thumb? One foot? Which foot is not touching the yarn? (Left or right?)
- ★ How can you hold the yarn with just your back? Just your left hip? Just your chest?
- ★ How can you hold the yarn using only your elbows? Using only your wrists? Your heels?
- ★ How can you hang the yarn from your left shin? From your right thigh? Your right shoulder?

2. Objective

Student will demonstrate ability to move two specific body parts simultaneously in relation to the yarn.

For these next challenges, you need to put your yarn down on the floor in a straight line.

- ★ How can you put just your nose and right thumb on the yarn?
- ★ How can you put your right foot and one knee on the yarn? Which knee did you choose to put on the yarn? (Left or right?)
- ★ How can you put just your chin and both elbows on the yarn?
- ★ How can you put your left foot and a calf on the yarn?
- ★ Which calf is touching the yarn? (Left or right?)
- ★ How can you put just your toes on the yarn?
- ★ How can you put your stomach and right hand on the yarn at the same time?
- ★ How can you put your chest and left forearm on the yarn at the same time?
- ★ How can you put your forehead and one wrist on the yarn? Which wrist is not on the yarn? (Left or right?)
- ★ How can you pick up your yarn using just your elbows? Just your thumbs? Two fingers from the same hand? Two fingers, one from each hand? Is there another solution to this problem?

3. Objective

Student will demonstrate ability to move through space in relation to the yarn while responding to challenges of locomotion, direction, and quality of motion.

- ★ How can you make your yarn into a circle?
- ★ How slowly can you jump into your circle? How small can you get while you are inside the circle? How large can you get? How can you jump out of your circle going only backwards?
- ★ How can you jump over your circle? Is there another solution to this problem?
- ★ How can you run around your circle twice? Now how can you change direction and skip once around your circle?
- ★ How can you hop in and out of your circle? Which foot did you choose to hop on?
- ★ How short can you be as you move around your circle? How silently can you move around it?
- ★ How can you move backward around your circle using giant steps? How many steps did it take for you to go once around your circle?
- ★ How can you pick up your yarn using only your right hand and imagining the yarn to be very heavy?

4. Objective

Student will demonstrate ability to move the yarn in relation to the body or specific body parts while responding to challenges of position.

- ★ How can you move the yarn around your body?
- ★ How can you put the yarn above your knees? Above your stomach? Is there another solution to this problem?
- ★ How can you put the yarn under your left forearm? Under your right hip?
- ★ How can you hold the yarn over your left foot? Over your right heel?
- ★ How can you put the yarn on your left ankle? On your right shoulder? On your neck?
- ★ How can you move the yarn around your right arm? Around your waist?
- ★ How can you hold the yarn in front of you? In back of you? Beside you? Which side of your body is closest to the yarn?
- ★ How can you move the yarn so it is between you and me? Between you and that wall?
- ★ How can you move the yarn so you are between that wall and the yarn?
- ★ How can you hold the yarn so it is on your left shoulder and under your left ear at the same time?
- ★ How can you hold the yarn so your stomach is under it and your right hand is over it?
- ★ How can you hold the yarn so your left foot is under it and your right heel is on top of it?
- ★ How can you hold the yarn so it is in front of your right knee and behind your left foot?
- ★ How can you hold the yarn so it is around your left forearm and above your chest at the same time?

5. Objective

Student will demonstrate ability to change the shape of the yarn, to move in that shape, and to make that shape with part(s) of the body.

- ★ How can you make your yarn into a straight line? How can you walk on your yarn in a straight line? How can you walk on it going only backward? How can you walk around it? How can you make your body into a straight line?
- ★ How can you make your yarn into a circle? How can you make your body into a circle? How can you change your yarn into an oval? How can you make an oval using your arms?
- ★ How can you make your yarn into a triangle? How can you move around the triangle in three steps? How can you make a triangle using two legs and one arm?
- ★ How can you make your yarn into a square? How can you move so you are between that clock and your square? How can you change your square into a rectangle? How can you make a rectangle using four fingers?
- ★ How can you make your yarn into an **S**? How can you make your body into an **S**? Your yarn into a **P**? Your body into a **P**? Your yarn into a **C**? Your body into a **C**? How can you make your yarn into the first letter of your name? Now your body?
- ★ How can you make your yarn into a curvy line? How can you make your body into a curvy line?
- ★ How can you make your yarn into the shape of an animal? Into the shape of a vehicle of transportation? (Car, bike, boat, truck.)

6. Objective

Student will demonstrate ability to move in response to three- to five-step challenges.

- ★ How can you wrap the yarn around your left arm, jump in place three times, and then raise your right arm?
- ★ How can you make your yarn into the shape of a wheel, skip around it once, and then sit inside it?
- ★ How can you balance the yarn on your head and walk to that wall and touch it, return to your space, and lie down on your yarn?
- ★ How can you make your yarn into a **Z**, tiptoe on the yarn in that shape, and then lie down with your back on the yarn?

Final Challenge

Objective

Student will demonstrate ability to move the yarn using a pair of body parts.

- ★ Earlier you picked up your yarn using only your elbows, thumbs, and fingers. How can you pick up the yarn and carry it here using another pair of body parts except your hands? (Toes, forearms, wrists.)

PAPER CUPS

Preparation

Ask the students to take off their shoes. Give each student a paper cup. Have a trash container available for the Final Challenge.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

- ★ How can you balance the cup on your head? On your forehead?
- ★ How can you balance the cup on the left side of your head? On the right side of your head?
- ★ How can you balance the cup on your left thigh? On your left shin? Left calf?
- ★ How can you balance the cup on your right shoulder? On your right forearm? On the palm of your right hand? On the back of your left hand?
- ★ How can you balance the cup on your chest? On the left side of your body? On your back?
- ★ How can you balance the cup on your right hip? On your left ear? On your chin?

2. Objective

Student will demonstrate ability to position the body or specific body parts in relation to the cup while responding to challenges of position and direction.

For these next challenges, please leave your cup on the floor with the open end up.

- ★ How can you move around your cup while keeping it in front of you? How can you move around your cup while keeping it in back of you?
- ★ How can you move so your elbows are above your cup? So your ankles are above your cup?
- ★ How can you move over the cup?
- ★ How can you move so the cup is between you and that chair?
- ★ How can you move so your left knee is next to the cup?
- ★ How far away from your cup can you move while staying inside this room? Now how can you stumble back so you are beside your cup?
- ★ How can you put your nose inside your cup? An elbow? A thumb? Your chin? Which other body parts can you put inside your cup? (Toe, finger, ear, hair.)
- ★ How can you jump over your cup several times going only sideways? Going only forward? Backward?
- ★ How can you move so your cup is under your right calf?
- ★ How can you tiptoe around your cup going only backward?
- ★ How can you sit so your cup is in front of you?
- ★ How slowly can you lie down so your cup is beside you?
- ★ How quietly can you kneel so your cup is behind you?
- ★ Now how can you move the cup so your body is under it?

3. Objective

Student will demonstrate ability to position the cup between two specific body parts.

- ★ How can you hold the cup so it is on your left knee and also under your right wrist?
- ★ How can you hold the cup so your right fingers are inside it and your left shoulder is under it?
- ★ How can you hold the cup between your heels? Between your toes? Between your forearms? What other pairs of body parts can you hold your cup between? (Legs, knees, thighs, thumbs, elbows, shins.)
- ★ How can you hold the cup so it is above your stomach and under your right knee?
- ★ How can you hold your cup so your back is under it and at the same time your right wrist is on it?
- ★ How can you place the cup so it is in front of your left knee and also under your right ear?
- ★ How can you hold the cup so it is over your right knee and also under your chin?
- ★ How can you move the cup around your right knee while keeping it above your chest?
- ★ How can you place the cup so your left foot is in front of it and your right foot is behind it?
- ★ How can you roll the cup around your right foot while keeping your left hand over the cup? Which hand are you using to move the cup? (Right.)

4. Objective

Student will demonstrate ability to balance on one to ten body parts.

For these next challenges you will need to leave your cup on the chair (floor).

- ★ How can you balance on one body part? Can you choose a different body part to balance on?
- ★ How can you balance with just two body parts from your left side touching the floor?
- ★ How can you balance with just two body parts from your right side touching the floor? Are there any other solutions to this problem?
- ★ How can you balance with six body parts touching the floor? Seven? Ten? (*Ask two or three students to name the ten body parts that are touching the floor.*)
- ★ How can you balance on just two body parts, one from each side of your body? Is there another solution to this problem?
- ★ How can you balance with four body parts touching the floor, with only one of them a foot?

5. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

- ★ How can you jump over your cup once, skip around it once, and then lie down beside it?
- ★ How can you balance the cup on your head while walking over to that wall, then rush back to your space and squat down with the cup behind you?
- ★ How can you roll the cup around your feet once, sneak over to me and touch my hand, and then return to your space using jerky movements?
- ★ How can you touch that door, touch that wall, then return to your space and sit down with the cup between your elbows?

6. Objective

Student will demonstrate ability to move through space with the cup in response to challenges of direction, while using kicking, tossing, and catching skills.

- ★ How can you push the cup on the floor without using your fingers or hands? Is there another solution to this problem?
- ★ How can you roll the cup on the floor using only one elbow?
- ★ How can you walk forward while balancing the cup on your head?
- ★ How can you hold the cup upside down with your right forefinger inside? How can you spin the cup with it in this position? How can you jog in place while spinning the cup?
- ★ How can you toss the cup up with your right hand and catch it with both hands?
- ★ How can you toss the cup and catch it with one hand? Which hand did you use to catch it? (*Encourage students to practice this skill.*)
- ★ How can you move the cup forward using only your feet? How can you move it backward with your feet? Sideways?
- ★ How far can you kick the cup?

Final Challenge**Objective**

Student will demonstrate ability to change the shape of the cup.

- ★ How can you stand your cup up on the floor and smash it under one foot? Which foot is the cup under? What shape is your cup now? How can you roll it over to me and put it in this trash can?

PENCIL ERASERS

Preparation

Ask the students to take off their shoes. Give each student a pencil eraser.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

- ★ How can you balance the eraser on your nose? On your forehead?
- ★ How can you balance the eraser on your right shoulder? On an ear? Which ear is not touching the eraser? (Left or right?)
- ★ How can you balance the eraser on your wrist? On your left forearm?
- ★ How can you balance the eraser on your thigh? On a knee? On a shin? Which shin is touching the eraser? (Left or right?)
- ★ How can you balance the eraser on your left foot? On your right ankle? On your left elbow?

2. Objective

Student will demonstrate ability to move through space with the eraser in response to challenges of direction, position, locomotion, and quality of motion.

- ★ How slowly can you sit down on the floor while keeping the eraser under your chin?
- ★ How can you roll on the eraser on the floor? How can you roll on the floor while keeping the eraser on your chest?
- ★ How quickly can you stand up while keeping the eraser under one arm?
- ★ How can you hop forward while keeping the eraser behind you? Which foot did you choose to hop on? (Left or right?) Is there another solution to this problem?
- ★ How can you jump backward while keeping the eraser in your right hand? How can you jump sideways?
- ★ How can you move on tiptoe while keeping the eraser on your head?
- ★ How can you move by sliding your feet forward?
- ★ How can you gallop forward while keeping the eraser in front of you? How can you skip while keeping the eraser beside you?
- ★ How can you use jerky movements to get back to your space?
- ★ How can you toss your eraser up with one hand and catch it with both hands? How can you catch it with only one hand? Is there another solution to this problem?
- ★ How can you toss your eraser up and clap once before catching it? How can you jump once before catching it? What other stunts can you do while your eraser is in the air before you catch it?

3. Objective

Student will demonstrate ability to move the eraser in relation to the body or specific body parts while responding to challenges of position.

- ★ How can you move the eraser around your body? Around just your waist? Around just your neck? Just your left forearm? Right hand?
- ★ How can you move the eraser so it is beside you? Which side of your body is farthest away from the eraser? (Left or right?)
- ★ How can you move the eraser over your right shoulder? Over your left knee? Over your right wrist?
- ★ How can you hold the eraser above your left ear? Above your right shin? Above your back?
- ★ How can you move the eraser so it is between you and that door? Is there another solution to this problem?
- ★ How can you put the eraser in front of you? Behind you? Beside you?
- ★ How can you move the eraser under your chin? Under your stomach? Under one leg? Which leg did you put the eraser under? (Left or right?)

4. Objective

Student will demonstrate ability to hold the eraser between two specific body parts.

- ★ How can you hold the eraser using only your forearms? Using only your two little fingers? Using only one finger?
- ★ How can you hold the eraser with your right heel and a shin? Which shin is touching the eraser? (Left.)
- ★ How can you hold the eraser with an elbow and an ankle from the same side of your body?
- ★ How can you hold the eraser with your left toes and right heel? Is there another solution to this problem?
- ★ How can you hold the eraser with your left hip and left thumb?
- ★ How can you hold the eraser with your chest and right wrist?
- ★ How can you hold the eraser with your left calf and a knee? Which knee is touching the eraser? (Right.) Is there another solution to this problem?
- ★ How can you hold the eraser with your left shoulder and an ear? Which ear is touching the eraser? (Left.)

5. Objective

Student will demonstrate ability to connect three or four specific body parts and move body parts in response to challenges of position.

For these next challenges, please leave your eraser on the desk (chair or floor).

- ★ How can you make both your feet and your forehead touch at once?
- ★ How can you make an elbow, a knee, and a heel touch at the same time?
- ★ How can you make a thumb, one finger, a wrist, and your stomach touch at the same time?
- ★ How can you make a forearm, a shin, and an elbow touch at the same time? Is there another solution to this problem?
- ★ How can you shake your right hand under your knees?
- ★ How can you clap your hands above your left shoulder?
- ★ How can you make your left wrist, right forearm, and back touch at the same time?
- ★ How can you move your right hand around your left wrist while keeping your left hand over your knees?
- ★ How can you move your left hand around your right foot while keeping your right ankle over your left knee?
- ★ How can you make your chin, your left thumb, and your right knee touch at the same time?

6. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

You will need to use your eraser again.

- ★ How can you balance the eraser on one shoulder while walking backwards to me, touch my hand, and then return to your space and sit on your eraser?
- ★ How can you walk around your eraser twice, pick it up using only your thumbs, and then sit down holding the eraser above your head?
- ★ How can you move the eraser forward using only your feet, jump over it five times, and then lie down beside it?
- ★ How can you balance the eraser on your back while moving over to that wall, touch the wall with your head, then return to your space and stand on one foot?

Final Challenge

Objective

Student will demonstrate ability to move the eraser without using either hand.

- ★ Without using your hands, how can you pick up the eraser and carry it back to your desk?

SOCKS

Preparation

Ask the students to take off their shoes and socks. Have each student pick up one sock.

1. Objective

Student will demonstrate ability to identify specific body parts.

- ★ How can you balance the sock on your forehead? On the back of your head? On the side of your neck? Is there another solution to this problem?
- ★ How can you balance the sock on your left shoulder? On your right wrist?
- ★ How can you balance the sock on your right thigh? On your right shin? On your left calf?
- ★ How can you balance the sock on both forearms at the same time? On all your toes at once?
- ★ How can you balance the sock on your left hip? On your back? On your right knee?
- ★ How can you balance the sock on one ear? Which ear(s) is below the sock?
- ★ How can you balance the sock on the back of your neck? On your right cheek? Which cheek(s) is below the sock?

2. Objective

Student will demonstrate ability to isolate and control movements of specific body parts.

For these next challenges you will need to leave your sock on the floor.

- ★ How can you move just your toes, nothing else?
- ★ How can you rotate only your right foot? At which joint does your foot rotate? (Ankle.) (Rotate means to turn on an axis.)
- ★ How can you rotate only your left hand at the wrist joint? Now just your right hand? Is there another solution to this problem? How can you rotate both hands at the same time, making circles that go in the same direction? Circles that go in opposite directions?
- ★ How can you rotate your left foot and left hand at the same time? Now your right foot and right hand at the same time?
- ★ How can you rotate your left foot, right hand, and head at the same time?
- ★ How can you rotate your right thumb, left hand, left foot and head all at the same time?

3. Objective

Student will demonstrate ability to move the body in relation to the sock while responding to challenges of position and direction.

Leaving the sock on the floor, how can you move so you are in front of the sock? Behind it? Beside it? Which side of your body is closest to the sock? (Left or right?)

- ★ How can you move so your entire body moves over the sock at once? (Over, not on!) What movement skill did you use to get your body over the sock? (Jump or hop.) Is there another solution to this problem?
- ★ How can you move backward around the sock, keeping your right side closest to it?
- ★ How can you move around the sock, keeping the back of your body closest to it? What direction are you moving? (Sideways.) Is there another solution to this problem?
- ★ How can you move so the sock is between you and me? How can you move so you are between your sock and that door? How can you move so the sock is between you and the floor?
- ★ How far away from your sock can you move while staying inside this room? Now how close can you lie down next to your sock without touching it?

4. Objective

Student will demonstrate ability to hold the sock with two or three specific body parts in response to challenges of position.

- ★ How can you hold the sock so your right hand is inside it and your feet are under it?
- ★ How can you hold the sock so your left foot is inside it and your hands are around it?
- ★ How can you hold the sock so it is on your right shoulder and also next to your left hand?
- ★ How can you hold the sock so it is on your left knee and also beside your right ankle?
- ★ How can you hold the sock so it is around your left leg and also over your right shin? Which knee is higher? (Left.)
- ★ How can you hold the sock so your hands are inside it and it is in front of your stomach?
- ★ How can you hold the sock so it is on your head and also under a wrist? Which wrist did you choose to put above the sock? (Left or right?)
- ★ How can you hold the sock so it is on your left thumb and also under your left thigh?
- ★ How can you hold the sock so it is around a hand and also between your thighs? Does it matter which hand you use?

5. Objective

Student will demonstrate ability to balance on one to six body parts and to position the sock in response to challenges of position.

- ★ How can you balance with only one part of your body touching the floor while keeping the sock on your right shoulder? Is there another solution to this problem?
- ★ How can you balance with just four parts of your body touching the floor while keeping the sock behind you?
- ★ How can you balance with just two parts of your body touching the floor while also keeping the sock between your knees?
- ★ How can you balance with just six parts of your body touching the floor while keeping the sock on your head?
- ★ How can you balance with only three parts of your body from your right side touching the floor and keeping your left hand inside your sock?
- ★ How can you balance over the sock with just five body parts on the floor?

6. Objective

Student will demonstrate ability to move in response to three- and four-step challenges.

- ★ How can you move to that wall while balancing the sock on your head, then slowly return to your space and sit on the sock?
- ★ How can you jump twice around your sock, skip to me and touch my hand, then return to your space and lie down on your sock?
- ★ How can you pick up your sock using only your feet, carry it with your feet as you jump to that wall, then walk backward to your space and kneel on the sock?
- ★ How can you move the sock twice around your body, hop twice over your sock, and then balance on one foot with the sock behind you?

Final Challenge**Objective**

Student will demonstrate ability to perform a task using only the left hand.

- ★ Using only your left hand, how can you put your right foot inside your sock, return to your desk and put on your other sock and your shoes? Remember, all the time you are using only your left hand!

NEWSPAPERS

Preparation

Ask the students to take off their shoes. Give each student one large sheet of newspaper. Have a trash container available for the Final Challenge.

1. Objective

Student will demonstrate ability to identify specific body parts and the left and right sides of the body.

- ★ How can you put just your left elbow on the newspaper? Just your right wrist?
- ★ How can you put just your buttocks on the newspaper? Just your knees? Just your heels?
- ★ How can you put just your stomach on the newspaper? Your right side? Just your left ear?
- ★ How can you put your whole right arm on the newspaper? Just your left forearm? The backs of both hands?
- ★ How can you put just your right calf on the newspaper? Just your left thigh? Your chin? The back of your head? Your right ear?

2. Objective

Student will demonstrate ability to position specific body parts simultaneously in relation to the newspaper while responding to challenges of position.

- ★ How can you put your left arm over the newspaper and your right arm under it at the same time?
- ★ How can you put your hands in front of the newspaper and your feet behind it at the same time?
- ★ How can you hold your left leg above the newspaper while keeping your right leg beside it?
- ★ How can you put the newspaper between your feet? Between your hands? Between your head and your feet?
- ★ How can you put one elbow on the newspaper and the other elbow behind it at the same time? Is there another solution to this problem?
- ★ How can you put your back under the newspaper while keeping just your right hand above it?
- ★ How can you put your right foot next to the newspaper and your left hand over it at the same time?
- ★ How can you put your back on the newspaper and also put your stomach under it?
- ★ How can you move around the newspaper? Is there another solution to this problem?
- ★ How can you move under the newspaper while you are lying down? Standing up? Sitting?

3. Objective

Student will demonstrate ability to move through space with the newspaper in response to challenges of position, locomotion, and quality of motion.

- ★ How can you jump around your newspaper while keeping it behind you? Which direction are you jumping? (Sideways.)
- ★ How can you hop around the outside edge of the newspaper? What shape did you make on the floor while hopping? (Rectangle.) How can you make this shape on the floor while hopping without moving around your newspaper?
- ★ How quickly can you get far away from your newspaper without leaving this room? What movement skill did you use? (Walking, running, jumping.)
- ★ How can you gallop back to your space?
- ★ How can you skip around your newspaper? Jog? Crawl? Roll?
- ★ How can you move in a circle while keeping the newspaper above you?
- ★ How can you tiptoe in a straight line while keeping the newspaper behind you? Is there another solution to this problem?
- ★ How can you walk on your heels in a triangle while keeping the newspaper under your feet? What part(s) of your body is above the newspaper? (Legs, hands, shoulders.)

4. Objective

Student will demonstrate ability to locate the left and right sides and surfaces of the newspaper.

For these next challenges, you need to leave the newspaper on the floor.

- ★ How can you sit behind your newspaper? Beside it?
- ★ How can you balance on one foot in front of the newspaper?
- ★ How can you balance on one foot and one hand from the same side of your body while keeping the newspaper in front of you? Where are you in relation to the newspaper? (Behind it.)
- ★ How can you balance on just your buttocks on the right side of your newspaper?
- ★ How can you balance on just your knees and elbows on the left side of the newspaper?
- ★ How can you move so the newspaper is between you and the door? Is there another solution to the problem?
- ★ How can you put one foot on the right side of the newspaper and the other foot in front of it?
- ★ How can you put one hand on the left side of the newspaper and one hand behind it?
- ★ How can you move so your feet are on the right side of the newspaper and your hands are on the left side of it? Where is the rest of your body in relation to the newspaper? (Over or above it.)

5. Objective

Student will demonstrate ability to change the shape of the newspaper, to move in that shape, and to duplicate that shape with part(s) of the body.

- ★ How can you make your newspaper into the shape of a tube? What parts of your body can you put inside the tube?
- ★ How can you make your newspaper into a straight line? How can you make your body into the same shape while standing?
- ★ How can you make your newspaper into an **L**? How can you make your arms into an **L**? One leg? Both legs at the same time? Your whole body? How can you make your body into an **L** again from a different position? (Sitting, lying down, kneeling.)
- ★ How can you make your whole body into a circle? How can you walk in the shape of a circle on the floor? How can you make your newspaper into the shape of a circle? A triangle? A square? A star? A diamond?
- ★ How can you use the newspaper and part(s) of your body to make the letter **A**? **F**? **P**? **W**? **Y**? The first letter of your first name? How can you all work together to write the name of our school using the newspapers?
- ★ How can you use your newspaper and parts of your body to make the number that tells me how old you are?
- ★ How can you make your newspaper into a ball?

6. Objective

Student will demonstrate ability to move through space with the newspaper in a ball in response to challenges of direction and locomotion, and with kicking, tossing, and throwing skills.

- ★ How can you balance the ball on your head while walking forward? Backward?
- ★ How can you keep the ball between your knees while jumping sideways? While walking forward?
- ★ How can you toss your newspaper ball up with two hands and catch it with one? Which hand did you catch it with? (Left or right?)
- ★ How can you toss the ball up with one hand and catch it with the other hand?
- ★ How can you move your newspaper ball around using only your feet? Only your head? Only your elbows? Is there another solution to this problem?
- ★ How can you drop your ball and kick it before it touches the ground? Which foot did you kick it with?
- ★ How can you kick your ball using only your heels? Using only the outsides of your feet? Using only the insides of your feet? Is there another surface of your foot that you can use to kick the ball?
- ★ How can you move your newspaper ball around the edge of this room with only your feet?

Final Challenge**Objective**

Student will demonstrate ability to move the newspaper using only the right forearm and left thumb.

- ★ How can you pick up your newspaper ball between your right forearm and your left thumb, carry it over to this trash container, and drop it in?

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